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ABSTRACT

This level III (fifth grade equivalent, 4.5-6.0 readability) student workbook is part of an adult basic education series utilizing Southwestern American Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices. Each lesson teaches a reading/writing skill with a presentation section explaining the concept and providing examples and a practice section of exercises requiring application of the skill/concept. A post-test is included for each unit to measure student mastery/progress. A glossary covering all literary, grammatical, and technical terms is provided to help students with word usage and vocabulary development. Units cover parts of speech, sentence structure, paragraph development, punctuation, capitalization, practical writing, and spelling. (NEC)

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PATHWAYS

An Adult Basic Education Writing Skills Workbook

Level III

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PATHWAYS

AN ADULT BASIC SKILLS WRITING WORKBOOK

LEVEL III

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PREFACE TO THE STUDENT

This workbook has been written to help you learn to read and write better. You can enjoy these skills whether you are at home, at school, or at work.

In the workbook, you will be reading and writing about Southwest Indian tribes and their exciting and colorful ways of life. This may be a little different from the usual classroom books because it is mainly about Indian cultures and things that you may find interesting.

The workbook is set up in parts called units. Each unit has lessons and exercises. There are rules on how to do the lessons and they are given at the beginning of each lesson. You need to read the rules and follow the examples. Your instructor will help you along with the lessons and will check your answers to the workbook questions. At the end of each unit, there is a test called the post-test. This test is a review of what was given in the lessons as the skill to be learned. It helps you and your instructor know how well you are doing from unit to unit.

At the back of the book, there is a list of words and what they mean. This list is called the glossary. It is there to help you build your word usage.

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UNIT I

I. PARTS OF SPEECH

A.1. Singular and plural nouns

All nouns name people, places, things, or ideas.

A **singular** noun names only one person, place, thing, or idea.

A **plural** noun names more than one. You can make plural nouns out of most singular nouns by adding **s.**

arrow + s = arrows
drum + s = drums
chant + s = chants
book + s = books
picture + s = pictures
pencil + s = pencils

BUT, there are special rules for making plurals out of some other singular nouns.

RULE: #1: When a noun ends in **s, ss, ch, sh, z,** or **x,** you add **es** to make the plural.

box + es = boxes
glass + es = glasses
patch + es = patches
church + es = churches
match + es = matches
class + es = classes

Write the plurals of these words on the lines. Remember what you have just learned about forming plurals.

1. bear ____________________
2. coyote ____________________
3. rabbit ____________________
4. box ____________________
5. book ____________________
6. plant ____________________
7. fox ____________________
8. dish ____________________
9. cross ____________________
10. pass ____________________
11. peach ____________________
12. catch ____________________

I.A.1. Singular and plural nouns

RULE #2: When a word ends in **y** that comes after a vowel, you add **s** to make the plural. Remember that vowels are a, e, i, o, u.

boy + s = boys
ray + s = rays
key + s = keys

BUT, if a word ends in a **y** that comes after a consonant, you must change the y to i and add **es.** Remember consonants are letters such as p, n, m, l, s, r, g, k — all letters except the vowels.

sky + es = skies
army + s = armies
penny + s = pennies
fly + s = flies

Write the plurals of these words on the lines.

1. key ________________
2. day ________________
3. copy ________________
4. berry ________________
5. family ________________
6. fly ________________

I.A.1. Singular and plural nouns

RULE #3: When a word ends in **o** that comes after a vowel, you make the plural by adding **s.**

radio + s = radios
zoo + s = zoos

BUT if a word ends in **o** that comes after a consonant, you make the plural by adding **es.**

potato + es = potatoes
zero + es = zeroes

Write the plurals of these words on the lines. Remember the rules.

1. rodeo ____________________
2. zoo ____________________
3. potato ____________________
4. tomato ____________________
5. zero ____________________
6. stereo ____________________

I.A.1. Singular and plural nouns

RULE #4: When a word ends in **f** or **fe**, you usually add an **s** to make the plural.

roof + s = roofs
staff + s = staffs

BUT, there is a small group of words where you change the **f** or **fe** to **v** and then add **es.** Here are some of those words.

Singular	Plural
calf	calves
half	halves
leaf	leaves
self	selves
shelf	shelves
thief	thieves
wolf	wolves
life	lives
wife	wives
loaf	loaves
knife	knives

Write the plurals of these words on the lines.

1. cuff __________________
2. knife __________________
3. chief __________________
4. bluff __________________
5. loaf __________________
6. calf __________________

I.A.1. *Singular and plural nouns*

Some nouns are the same in the singular and in the plural.

Singular	Plural
sheep	sheep
elk	elk
swine	swine
fish	fish
deer	deer
trout	trout
moose	moose

Some nouns change spelling to make the plural.

Singular	Plural
woman	women
man	men
child	children
foot	feet
tooth	teeth
goose	geese
mouse	mice
ox	oxen

Write the plurals of these words on the lines.

1. elk ________________
2. ox ________________
3. swine ________________
4. man ________________
5. foot ________________
6. trout ________________

I.A.1. *Singular and plural nouns*

Look at the plurals in the list below. One plural in each line is spelled wrong. Put a line under the plural that is wrong. Write it correctly on the blank line. The first one has been done for you.

			Plural
1.	(a) oxes	(b) fish	oxen
2.	(a) elk	(b) archs	
3.	(a) citys	(b) ponies	
4.	(a) rodeoes	(b) radios	
5.	(a) calves	(b) rooves	
6.	(a) chieves	(b) thieves	
7.	(a) loafs	(b) wolves	
8.	(a) trouts	(b) moose	
9.	(a) arches	(b) peachs	
10.	(a) familys	(b) keys	
11.	(a) swines	(b) donkeys	
12.	(a) gooses	(b) feet	

I. PARTS OF SPEECH

A.2. Possessive nouns

To show that one noun belongs to another noun, you can write

the tail that belongs to the dog

Or, you can write

the dog's tail

When you write it this way, dog's is called a **possessive noun.** It is a short way of writing, the tail that belongs to the dog. Most nouns are made possessive by adding an apostrophe (') plus an **s** (**'s**).

Here are some rules about adding the apostrophe plus the s.

RULE #1: Add an apostrophe plus an s (**'s**) to any singular noun.

Harvey's ranch (the ranch that belongs to Harvey)

the child's toy (the toy that belongs to the child)

the car's engine (the engine that belongs to the car)

the tree's branches (the branches that belong to the tree)

I.A.2. Possessive nouns

Now, you try these. Write the possessive form for these words on the lines.

1. beaver ________________
2. singer ________________
3. eagle ________________
4. Dave ________________
5. grandfather ________________
6. mesa ________________

RULE #2: Add just an apostrophe (') to a plural noun that ends in s.

the two girls' school (the school that belongs to the two girls)

the six chiefs' stories (the stories that belong to the six chiefs)

the three dogs' food (the food that belong to the three dogs)

the Apaches' reservations (the reservations that belong to the Apaches)

I.A.2. Possessive nouns

Write the possessive form for these words on the lines.

7. beavers ________________

8. thieves ________________

9. Hopis ________________

10. students ________________

RULE #3: Add an apostrophe plus an s ('s) to a plural noun that does not end in s.

the trout's scales (the scales that belong to the trout)

the elk's range (the range that belongs to the elk)

the men's sweatlodge (the sweatlodge that belongs to the men)

the children's dances (the dances that belong to the children)

Write the possessive of the following plural words on the lines.

11. geese ________________

12. deer ________________

13. women ________________

14. teeth ________________

I.A.2. Possessive nouns

Rewrite these word groups in the shorter way to show that one noun belongs to the other. Remember the rules you have just learned. There is a line under the word that you will make possessive. The first one is done for you.

15. the hogan belonging to my grandmother

my grandmother's hogan

16. the kachinas belonging to the Hopi children

____

17. the rosy glow of the sunset

____

18. the rugs belonging to Two Grey Hills

____

19. the looms belonging to the Navajo weavers

____

20. the bravery of Ira Hayes

____

A.3. *Collective nouns*

You have learned that nouns name people, places, things, or ideas.

Singular nouns name one person, place, thing, or idea at a time.

Plural nouns name more than one person, place, thing, or idea at a time.

Another kind of noun is called a **collective noun.** A collective noun names a group. Here are some common collective nouns.

tribe
flock
class
herd
jury
team
family

Even though the collective noun names a group, you should think of this noun as a single unit

The Ute tribe is one group of people.

A basketball team is one group of people.

A herd of cattle is one group of cattle.

I.A.3. Collective nouns

Underline the collective noun in each sentence.

1. A flock of geese flies over this mesa every year.
2. The jury has not had time to make a decision.
3. My uncle's herd of sheep is grazing in the pasture.
4. Our basketball team is the best in the county.
5. The Zuni Tribe has lived in the Southwest for many years.
6. Our class wants to leave early.

Match the collective noun with its definition in the sentences below.
Write the collective noun in the blank space.

class
tribe
flock
team
herd
family

1. A __________ is a group of relatives.
2. A __________ is a group of animals, usually cows.
3. A __________ is a group of players.
4. A __________ is a group of birds.
5. A __________ is a group of Indian people.
6. A __________ is a group of students.

I.A.3. Collective nouns

In the following sentences, one noun is underlined. If it is a collective noun, write a **C** on the line. If it is not a collective noun, write an **X** on the line.

_____ 1. All of the students live on the Salt River Reservation.

_____ 2. This class is made up of all Indian students.

_____ 3. The frightened sheep ran away from the coyote.

_____ 4. A herd of sheep was kept in the canyon.

_____ 5. The Mohaves are a Southwestern tribe.

_____ 6. The Havasupai live at the bottom of the Grand Canyon.

_____ 7. Most tribal court trials do not have a jury.

_____ 8. You can always find trout in the stream.

_____ 9. A committee was set up for the school carnival.

_____ 10. The school board is meeting tonight.

A.4. Noun used as a subject

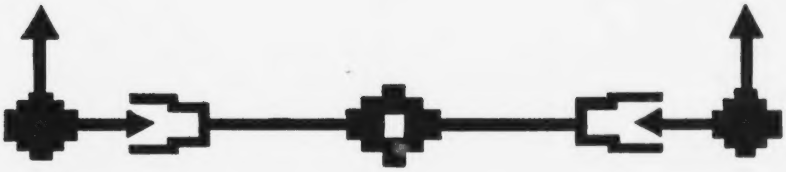
Nouns have work that they do in sentences. You have to decide what a noun does in each sentence. If the noun is the doer of the action, it is called the **subject** of the sentence. For example, look at this sentence.

The horse jumped the fence.

What is the action of this sentence? The action is jumped. Who, or what, is doing this action. The horse is the doer of the action, or **subject,** of this sentence.

Any noun, common or proper, singular or plural, can be the **subject** of a sentence. To find out if a noun is the subject of a sentence, you ask these questions.

1. What is happening in the sentence? Look for the action word.
2. Who or what is the doer of the sentence? Look for the nouns.
3. Who or what is the sentence about? Decide which noun is the subject.



I.A.4. Noun used as a subject

Put a line under the subject noun in each of these sentences. Remember to review the three questions that you must ask yourself to find out if a noun is the subject.

1. Cotton was grown by the Hopi.

2. The Walapai wove cloth from cotton.

3. The saguaro cactus provided food for many Indian people.

4. Apache raids frightened all the tribes in the Southwest.

5. Family life is very important to Navajos.

6. A Zuni child is named ten days after his birth.

7. Mountain Spirit Dancers perform on the last night of an Apache girl's puberty rite.

8. Tobacco was a very important crop to almost every tribe.

Now, finish these sentences by writing in a noun subject. Be sure to use a noun.

1. __________ is the best ranch hand in this county.

2. The __________ is my favorite fruit.

3. __________ howl at the moon.

4. That __________ acts lazy.

5. The __________ believe in getting up early.

I. PARTS OF SPEECH

A.5. Noun used as an object (verb)

Nouns can be subjects in sentences. This means that nouns are the doers of the action. Look at this sentence.

Grandfather built the hogan.

Grandfather is the subject of this sentence because he did the action; he built. Look at the sentence again. There is another noun in this sentence. What is it? Did you choose hogan? Good! What is hogan in this sentence? Hogan is what Grandfather built. Hogan is a noun that receives the action of the sentence. Hogan is the **direct object.**

A **direct object** is the noun that receives the action, or is the product of the action in the sentence.

Rena makes good tortillas. (tortillas is the product that Rena makes)

Coyote chased the rabbit. (rabbit is receiving the action of chased)

The best way to find the direct object is to ask "who or what" after the verb. For example:

Grandfather built the hogan.
You ask, Grandfather built what? Hogan is the direct object.

Rena makes good tortillas.
You ask, Rena makes what? Tortillas is the direct object

The foreman hired Guy.
You ask, The foreman hired whom? Guy is the direct object.

I.A.5. Noun used as an object (verb)

Underline the direct object in each of these sentences. Remember to look for the noun that receives the action or is the product of the action.

1. The Hopis say prayers to the Kachinas.
2. The Hopis used cornmeal as part of their prayers.
3. The Kachinas bring rain for the Hopi crops.
4. Hopi girls get kachina dolls after many dances.
5. The Hopis hunted rabbits for food.
6. They couldn't hunt large game.
7. They mostly ate rabbits for their meat.
8. The Hopi boy killed his first rabbit.
9. The tribe honors the young boy.
10. Hopis like snow in the mountains.
11. The hunters can follow the tracks of the rabbits.
12. The Snow Kachina provides snow for the hunters.

I.A.5. Noun used as an object (verb)

It is important to know how a noun is being used in a sentence. Sometimes, it is a subject (or doer) of the action. Sometimes, it is the direct object (receiver of the action). Be sure to read carefully, so you will know the difference.

If an underlined noun below is a direct object, write **DO** on the line. If it is not a direct object, write **X** on the line.

_____ 1. Coyote hid his heart at the end of his tail.

_____ 2. Mishomis wrote a book about his grandfather.

_____ 3. Fort Defiance is located in Arizona on the Navajo Reservation.

_____ 4. Soldiers once used Fort Defiance as their headquarters.

_____ 5. The tribal police man rescued the small boys.

_____ 6. The ground squirrel ran into his hole.

_____ 7. Gary wanted the job on the ranch in Montana.

_____ 8. Navajos pick wild tea in certain locations.

B.1. Pronoun used as noun

As you may remember, a pronoun is a word that can take the place of a noun. A pronoun can be used when you do not want to use a noun over again.

Read the following example:

Maria makes beautiful pottery. She lives in Santa Clara.

The word **she** is a pronoun. In this sentence, the pronoun **she** takes the place of the noun Maria.

Other pronouns are: **I, you, he, she, it, we,** and **they.**

Use **I** when talking about yourself.

I am from Zia.

Use **you** when talking to someone else or a group of people.

Are **you** the one who made this rug?
You are all invited to the ceremony.

Use **he** when talking about a male and **she** when talking about a female.

He will drive us to town.
She had her baby yesterday.

Use **it** when talking about something that is neither male nor female.

It is going to rain today.

Use we when talking about yourself and someone else.

We will smoke in the Kiva.

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I.B.1. Pronoun used as noun

Use **they** when talking about two or more people, or things.

They brought the young eagle to the Pueblo.
They are colorful rugs.

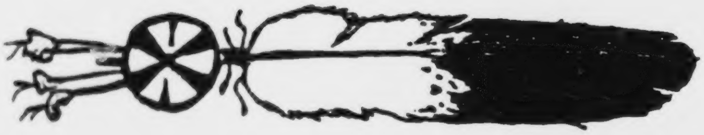
Write the correct pronoun for each sentence.

1. __________ is a good day for weaving.
   (It, She)
2. Is __________ the woman from Ganado or Wide Ruins?
   (she, he)
3. __________ are going to race their horses today.
   (It, They)
4. How far is __________ to Taos?
   (we, it)
5. __________ have all lived in Walpi.
   (She, We)
6. Does __________ make his own jewelry?
   (he, they)
7. __________ said her home was near Many Farms.
   (It, She)
8. __________ all drove to Zuni for the Shalako.
   (They, It)

I.B.1. *Pronoun used as noun*

Now choose a pronoun that can take the place of the noun(s) underlined in each sentence. The first one is done for you.

1. Bob and I ran in the 5K race. We
2. Does Sam have a new truck? __________
3. Darlene and Beverly weave fine rugs. __________
4. The wagon has a broken wheel. __________
5. The boy climbed to the top of the mesa. __________
6. Pete and I built a new sweathouse. __________
7. Eagle feathers have special meaning in the ceremony. __________
8. Carla is the mother of a baby boy. __________



I.B.1. Pronoun used as noun

In each section, write the noun(s) that the underlined pronoun takes the place of. For example:

> The Spanish were driven out of the Pueblos in the Revolt of 1680. They were forced back to El Paso.
>
> They takes the place of The Spanish.

1. The Kachinas are not gods. They are the messengers to a higher power.

   They takes the place of ________________.

2. Changing Woman gave the "Blessing Way" ceremony to the Navajos. She is wife to the Sun and Mother Earth's soul.

   She takes the place of ________________.

3. Apache children were afraid of the clowns. They knew the clowns carried bad children away in their baskets and ate them.

   They takes the place of ________________.

4. Coronado first came to Zuni in 1540. He and his soldiers destroyed a great deal in their search for gold.

   He takes the place of ________________.

5. Taos is about 600 years old. It was the starting point of the Pueblo Revolt in 1680.

   It takes the place of ________________.

I.B.1. Pronoun used as noun

6. Mt. Taylor, located near Grants, New Mexico, marks the southern boundary of Navajo Country. It is the home of many Navajo gods.

   It takes the place of ______________.

7. The Anasazi were the great builders of pre-history. They built many large cliff dwellings in the southwest.

   They takes the place of ______________.

8. Cochise was a great Apache chief. He died in 1874 in southern Arizona.

   He takes the place of ______________.

I. PARTS OF SPEECH

B.2. Demonstrative pronouns

Some pronouns are used to point out a person or thing.

Singular	Plural
this This is my ring.	**these** These are my rings.
that That is a tall tree.	**those** Those are tall trees.

Remember, **these** is the plural form of **this,** and **those** is the plural form of **that.**

In each of these sentences, change the pronoun to its plural form.

1. This is a dark horse.

   ________________ are dark horses.

2. That is a high mountain.

   ________________ are high mountains.

3. That smells good.

   ________________ smell good.

4. This is a young girl.

   ________________ are young girls.

I.B.2. Demonstrative pronouns

Now, change the pronoun to its singular form in each sentence.

5. Those are large rugs.

_________________ is a large rug.

6. These are my sheep.

_________________ is my sheep.

7. Those are rain clouds.

_________________ is a rain cloud.

8. These look good enough to eat.

_________________ looks good enough to eat.

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I.B.2. Demonstrative pronouns

This time, write the form of the pronoun that is missing. If the singular form is given, then write the plural form. If the plural form is given, then write the singular form.

1. This is his blanket.

   ________________ are his blankets.

2. These are thorny bushes.

   ________________ is a thorny bush.

3. Those are tall men.

   ________________ is a tall man.

4. That is my favorite color.

   ________________ are my favorite colors.

5. That looks good.

   ________________ look good.

6. Those seem ripe enough.

   ________________ seems ripe enough.

7. These can go on the table.

   ________________ can go on the table.

8. This is a well made basket.

   ________________ are well made baskets.

B.4. Pronoun used as direct object

You have already learned how a noun can be used as the object of a verb. Since a pronoun can take the place of a noun, it can also be the object of a verb. Look at these two sentences.

I saw Marie.
I saw her.

The word **her** is a pronoun. It takes the place of Marie as the object in the first sentence. Other pronouns like this are **me, you, him, her, it, us, you, them.**

Use **me** when talking about yourself.

He gave me the book.

Use **you** when talking to another person or group of people.

I gave you the blanket.
He gave you all a copy of the picture.

Use **him** when talking about a male, **her** for a **female,** and **it** for something neither male nor female.

Carla saw Peter in town.
Carla saw him in town.

Jack gave Sara a ring.
Jack gave her a ring.

I found an arrowhead while walking in the hills.
I found it while walking in the hills.

I.B.4. Pronoun used as direct object

Use **us** when talking about yourself and others.

Sam will give Bill and me a ride to the rodeo.
Sam will give us a ride to the rodeo.

Use **them** when talking about other people or things.

She gave the visitors a drink of water.
She gave them a drink of water

I saw the books on the shelf.
I saw them on the shelf.

Circle the pronoun at the end of the sentence that can take the place of the underlined noun(s).

1. Rena will make the basket for the ceremony. (her, it)
2. The white horse bucked Jim off. (him, her)
3. My Aunt made Arlene a buckskin dress. (us, her)
4. I saw Irv and Lucy at the fair. (them, us)
5. Pauline gave Joyce and me some hot stew. (them, us)
6. Reuben collected firewood for the night sing. (he, it)
7. Gil gave the boy a new bow. (them, him)
8. Guy brought the sheep to the spring. (them, us)

I.B.4. Pronoun used as direct object

Now choose a pronoun to take the place of the underlined noun(s) used as the object of a verb. Write the pronoun on the line.

1. Frank will see Pete tomorrow. ____________
2. Please take Tom and me with you. ____________
3. Nancy finished the rug yesterday. ____________
4. Al took Richard to the ruins. ____________
5. Rubin made a buckle with the silver. ____________
6. I will need the beads for my new blouse. ____________
7. I made John and Sylvia new moccasins. ____________
8. Karen will see Barbara later. ____________

B.5. Possessive pronouns

You can use some pronouns to show ownership, just as you can use nouns to show ownership.

The pronouns that are used to show ownership are **mine, yours, his, hers, its, ours,** and **theirs.** These pronouns are used to avoid repeating words.

You could say,

This pipe is my pipe.

But, it is better to say,

This pipe is mine.

The pronoun mine is used to show who owns the pipe without repeating the word pipe.

Here are some more examples.

That sheep is her sheep.
That sheep is hers.

This hogan is their hogan.
This hogan is theirs.

This reservation is our reservation.
This reservation is ours.

This land is your land.
This land is yours.

I.B.5. Possessive pronouns

Make these sentences easier by writing them again. This time do not repeat the noun at the end. Use the correct pronoun when rewriting each sentence. Follow the examples already given.

1. This turquoise ring is his ring.

   ____

2. That black horse is my horse.

   ____

3. This cornfield is their cornfield.

   ____

4. This red truck is our truck.

   ____

5. That double-weave rug is her rug.

   ____

6. Those eagle feathers are his feathers.

   ____

7. This sandcast jewelry is their jewelry.

____

8. This canyon is our canyon.

____

9. Those ghost stories are my stories.

____

10. These new crops are your crops.

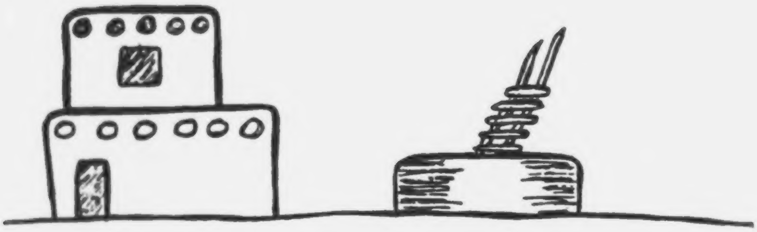
____

11. That kiva is their kiva.

____

12. This sacred ceremony is our ceremony.

____



I. PARTS OF SPEECH

C.1. Verbs — simple tense

You probably remember that a **verb** is a word that usually shows action.

I chant
she weaves
we hiked
they searched

A verb will also show the time of the action. The verb **tense** tells you when the action happens. Different tenses are used to show the time of the action. The simple tenses are **present, past,** and **future.**

Action that goes on every day or just in general is called the **present** tense.

I walk to work every day.
She grinds corn every morning.
They own many horses.

Use the present tense like this.

Singular	Plural
I carve	we carve
he, she, it carves	you carve
you carve	they carve

An **-s** ending is added to the verb when it is used with he, she, or it. This is done with all verbs in the present tense.

Action that has already happened and has ended is called the **past** tense.

I called him yesterday.
You talked to him this morning.
I worked at the mine last year.

I.C.1. Verbs — simple tense

The past tense is formed by adding **-ed** to the verb. Use the past tense like this.

Singular	Plural
I worked	we worked
he, she, it worked	you worked
you worked	they worked

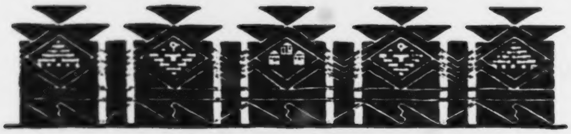
Notice that in the past tense, the verb does not change for he, she, or it.

Action that has not happened yet, but will happen at some time in the future, is called the **future** tense.

I will build a new house.
It will be hot today.
They will hunt deer next week.

The future tense is formed by using **will** in front of the verb.

Singular	Plural
I will write	we will write
you will write	you will write
he, she, it will write	they will write



I.C.1. Verbs — simple tense

On the line at the right, tell if the action in each sentence happens in the present, the past, or the future. The first one is done for you.

1. He will wait until next week to harvest the corn. future
2. They played on the winning team. ________
3. Edward drives a fork lift on his job. ________
4. They smoked in the kiva last night. ________
5. I like fry bread. ________
6. She will bake the bread tonight. ________
7. The horse stepped in a gopher hole and broke his leg. ________
8. He lives on Second Mesa. ________
9. We will play in next week's basketball game. ________
10. I opened the wrong box. ________
11. Esther will work at the project office. ________
12. Ira works hard. ________

I.C.1. Verbs — simple tense

Many verbs in English do not form the past tense by adding -ed to the verb. These are called **irregular verbs.** Irregular verbs have their own form for the past tense.

Here is a list of common irregular verbs. Read this list several times. Try to remember as many as possible.

Present	Past	Present	Past
are	were	hold	held
am, is	was	know	knew
become	became	lay	laid
begin	began	lead	led
bend	bent	make	made
blow	blew	pay	paid
break	broke	rise	rose
catch	caught	raise	raised
choose	chose	see	saw
dig	dug	sell	sold
do	did	sing	sang
draw	drew	sleep	slept
drink	drank	speak	spoke
eat	ate	strike	struck
fly	flew	swim	swam
forgive	forgave	take	took
freeze	froze	teach	taught
give	gave	tear	tore
go	went	tell	told
grow	grew	throw	threw
has	had	wear	wore
hear	heard	write	wrote
hide	hid		

I.C.1. Verbs — simple tense

Write in the missing tense for each verb. The first one is done for you.

	Present	Past
1.	break	broke
2.	sing	______________
3.	______________	slept
4.	______________	took
5.	write	______________
6.	bend	______________
7.	______________	chose
8.	lay	______________
9.	tell	______________
10.	______________	ate
11.	do	______________
12.	know	______________

13.	________________	drank
14.	wear	________________
15.	see	________________
16.	________________	blew

Change the verb in each sentence to the past tense form. Be careful, some verbs are irregular. The first one is done for you.

	Past tense
1. Larry sells Indian jewelry in town.	sold
2. We will go to the trading post.	________________
3. The wind blows everyday in March.	________________
4. The lambs are in the corn patch.	________________
5. The goat's milk is good.	________________
6. Gilbert will enter his horse in the race.	________________
7. Dorene has long hair.	________________

I.C.1. Verbs — simple tense

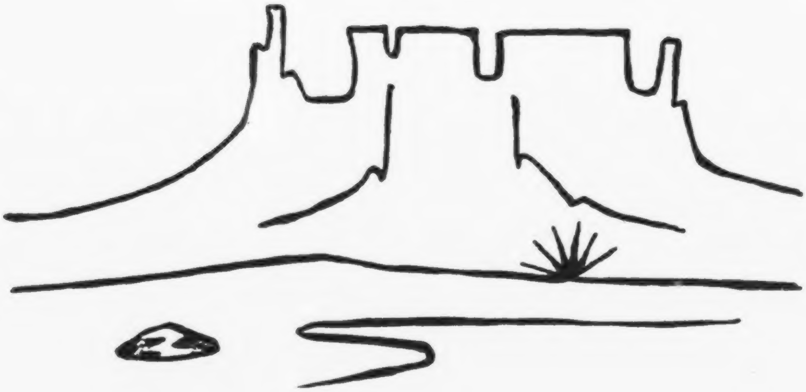
8. We will catch fish in the stream. ____________________

9. They will learn the old song. ____________________

10. I will stay all night for the ceremony. ____________________

11. Guy cooks his own meals. ____________________

12. We will climb to the top of the mesa. ____________________



I. PARTS OF SPEECH

C.2. Helping verbs

As you know, a verb can be a single word such as hunt, ride, or make. But, as you may have noticed, verbs may also have more than one word. When you form the future tense of a verb, you add will in front of the verb; will hunt, will ride, or will make. Will is called a **helping verb** because it helps the main verb.

This is a list of the most common helping verbs.

be
is
am
are
was
were
have
has
had
will
can
may
should
could
would
might
must
do
did
does

The main verb may have one or more helping verbs. The helping verbs are those underlined below:

can walk
will have gone
may be hidden
did sing
should see
can be seen

The main verb is always the last word in the verb.

I.C.2. Helping verbs

Underline the helping verbs in each sentence. The first one is done for you.

1. I have seen eagles near here.
2. He can make this belt.
3. She can sing beautifully.
4. Often, ceremonies are held in the Kivas.
5. Valerie will make a new shawl.
6. Only Indians are allowed at some Pueblo ceremonies.
7. He will teach us some new songs.
8. She has been weaving that rug for two weeks.

I.C.2. Helping verbs

Put a line under the helping verbs in each sentence. Then write the main verb on the line at the right. Remember, the main verb is always the last word in the verb. The first one is done for you.

1. I have been waiting a long time. ____waiting____
2. You can go to Cibecue next week. __________
3. He could win this race. __________
4. Fred has been going to Sacaton every weekend. __________
5. She will be working in town. __________
6. I had heard of him before. __________
7. He will teach the children the dance. __________
8. We might be moving to Tucson next year. __________

C.3. *Present progressive*

You have already learned how a verb can show action that goes on every day or in general. The present tense of a verb tells you this. But, a verb can also show you that an action is going on right now. Look at these examples.

I am making cornbread.
He is riding a gray burro.
They are playing basketball.

Notice how each verb begins with the helping verb **am, is,** or **are.** After the helping verb, the main verb is written with an **-ing** ending. This form of the verb shows action that is happening now.

Use the helping verb **am** with the pronoun **I.**

I am talking to you.

Use **is** with **he, she,** or **it.**

He is trapping rabbits.
She is walking slowly.
It is raining hard.

Use **are** with **we, you,** and **they.**

We are going to town.
You are working today.
They are grinding the corn.

I.C.3. Present progressive

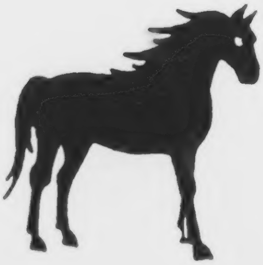
Underline the verb that shows the action happening now.

1. They are voting at the council meeting.
2. She is grinding the corn for the ceremony.
3. He is collecting the corn pollen.
4. I am carving this pipe.
5. We are meeting in the gym.
6. He is plowing the field.
7. She is watering the plants.
8. They are tracking a deer.

I.C.3. *Present progressive*

Now, form the verb tense that shows action happening now in each sentence. Remember to use the correct helping verb (am, is, are) with the **-ing** form of the main verb. The first one is done for you.

1. I (work) am working late.
2. She (cook) ____________________ stew.
3. They (hunt) ____________________ for rabbits.
4. He (talk) ____________________ now.
5. We (watch) ____________________ the game.
6. You (wait) ____________________ for the bus.
7. He (ride) ____________________ a fast horse.
8. I (teach) ____________________ the children.



I. PARTS OF SPEECH

C.4. Linking verbs

There are many important verbs that do not show action. These verbs connect or link the subject of the sentence with a word that tells something about the subject. We call them **linking verbs.**

The peach tastes good.

The word tastes links the subject (peach) to a word that tells something about the subject (good). The verb tastes could be an action word as in, "He tasted the peach." But, in the first sentence, the peach does not do the tasting.

Here are more examples of verbs that link the subject to the word that tells something about it.

I am happy.
He is tall.
They are late.
The stew smells good.
The day seems long.
The wool feels soft.

Notice that the subject in each sentence does not do anything. The verb does not show action.

I.C.4. Linking verbs

In each sentence below, underline the verb that links the subject to a word that describes the subject.

1. She is young and healthy.
2. Paul looks angry.
3. I am thirty-five years old.
4. The air smells fresh.
5. They seemed happy last night.
6. The wind feels cold today.
7. The warm fire felt good.
8. The rug looked old and worn.
9. Rita remained quiet.
10. The two eaglets are pretty.
11. My mother is happy with the new hogan.
12. The sheep seem frightened.

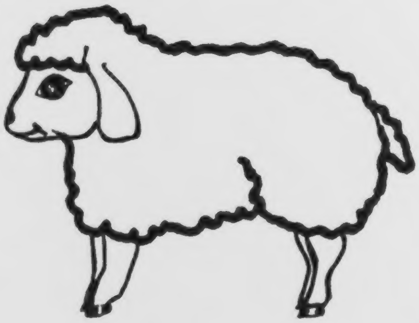
I.C.4. Linking verbs

Any verb that ends in **be** or **been** can also be a linking verb.

I will be late.
They have been here since noon.
He might be at the spring.

Underline the linking verb in each sentence.

1. He has been sick.
2. She could have been a potter.
3. It may be wet outside.
4. Esther might have been unhappy.
5. That white horse could be fast.
6. The sheep will be safe in the corral.
7. I have been a secretary before.
8. They have been quiet during the meeting.



I. PARTS OF SPEECH

D.1. Descriptive adjectives

You should recall that a word which describes a noun is called an **adjective.** An adjective often answers the question **what kind?** It usually comes before a noun. One or more adjectives can be used to describe a noun.

an old dog
a small child
a red skirt
a cold morning

a warm, sunny day
a sleepy, black dog
the shiny, green leaves
the deep, round hole

Underline the adjectives that describe nouns in each sentence.

1. The young artist sold his oil painting to the trader.
2. The happy children rode the old, gray burro.
3. A soft, fluffy rabbit nibbled the sweet, green grass.
4. Grandmother decorated the white buckskin dress with bright, colorful beads.
5. The squash blossom necklace was made by a skilled silversmith.
6. The frisky, young colt kicked up his small, hind legs.
7. The slow moving tortoise stretched his long neck looking for something to eat.
8. A warm, summer rain brought water to the dry cornfields.

I.D.1. Descriptive adjectives

Some adjectives can answer the question **which one?**

the other man
the last one
the following year
the second girl
the next day
the first

Now, underline the adjectives that show **which one.**

1. He was the first boy to finish the race.
2. I will go to Zia next year.
3. They arrived the following day.
4. The baby girl is their second child.
5. We have a meeting on the last Monday of the month.
6. Edward is their youngest son.
7. My first job was in Tucson.
8. Elaine is the only single person here.

D.2. Possessive adjectives

Some adjectives are used to show ownership. If you wanted to tell a friend that a book belongs to you, you would say: This is my book.

The word my is an adjective which shows who owns the book. The adjectives which show ownership are: **my, your, his, her, its, our,** and **their.** These adjectives are always followed by a noun.

Use **my** to show something belongs to you.

This is **my** book.

Use **your** to show that something belongs to the person or people you are speaking to.

Is this **your** dog? These are **your** books.

Use **his** to show something belongs to a male, **her** for a female, and **its** for anything neither male nor female, or if you don't know whether it is male or female.

This is **his** coat.
Is this **her** shawl?
The dog hurt **its** paw.

Use **our** to show something belongs to you and someone else.

This is **our** house.

Use **their** to show something belongs to a group of other people.

Those are **their** bales of hay.

I.D.2. Possessive adjectives

Find the adjectives that show ownership in each sentence and underline them.

1. Bring my horse to me.
2. Take your coat when you leave.
3. Our reservation is in southern Arizona.
4. Did Tom and Anita bring their children?
5. Sam can't find his ring.
6. The lizard dropped its tail when the coyote grabbed it.
7. Sue will drive her mother into town.
8. They let their horses graze in the valley.
9. The ground squirrel barked a warning to its neighbors.
10. The ewe couldn't find her lamb.
11. I will return their truck tomorrow.
12. Bill and I found our way up the mountain.

I.D.2. Possessive adjectives

This time, choose the correct adjective that shows ownership for each sentence and write it on the line.

1. The time passed slowly as I waited for ______ (my, its) sister to arrive.
2. The boys take ______ (its, their) dog with them everywhere they go.
3. The horse cut ______ (its, our) hoof on the sharp rocks.
4. We found ______ (our, its) sheep by the spring.
5. Tommy gave ______ (its, his) blanket to a friend.
6. Frank and Al hauled a load of firewood with ______ (their, its) new truck.
7. Loretta made a new basket for ______ (its, her) mother.
8. Did you say ______ (your, its) home is in Laguna?

D.3. Demonstrative adjectives

You have already learned how the words **this, that, these,** and **those** can be used as pronouns to point out a person or thing. As you will see, they can also be used as adjectives to point out a person or thing. They are always followed by a noun.

that man
this horse
these pots
those trees

To point out one or more than one person or thing near or close by, use these adjectives.

this — always refers to one

This blanket is mine.

these — always refers to more than one

These people live here.

These adjectives are used to point out one or more than one person or thing that are "over there" or away from you.

that — always refers to one

That man in the next room is my father.

those — always refers to more than one

Those sheep, down by the spring, are my sister's sheep.

I.D.3. Demonstrative adjectives

Circle the correct adjective in each sentence.

1. (That, Those) fire feels warm.
2. (This, These) stories are very long.
3. (This, These) man is a famous artist.
4. (That, Those) mountains are covered with snow.
5. (This, Those) trail is steep.
6. (That, Those) town is twenty miles from here.
7. Take (this, these) goats down to the stream.
8. Please put (this, these) blanket near the fire.

This time choose the correct adjective for each sentence, and write it on the line. Use **this, that, these,** or **those.**

1. I would like to climb __________ mountains over there.
2. I picked the pinon nuts from __________ tree right here.
3. Put the books on __________ table in the other room.

I.D.3. Demonstrative adjectives

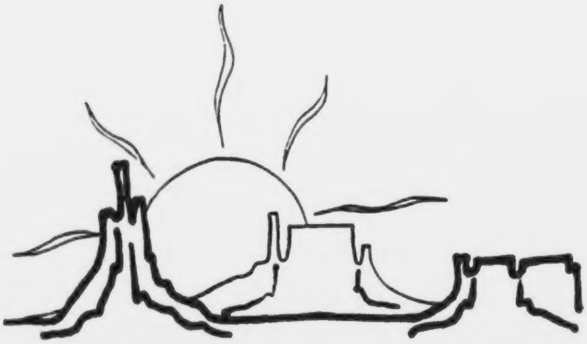
4. __________ rug I am sitting on was made by my mother.

5. __________ boys playing on the other side of the creek are my sons.

6. Ask __________ woman selling the earrings to come over here.

7. __________ moccasins I am wearing were a gift from a friend.

8. __________ ruins at the top of the mesa were built by the basketmakers.



D.4. Adjectives indicating number

So far, you have learned about adjectives that describe, that show ownership, and that point out a person or an object. Now, let's look at still another type of adjective. This adjective will answer the question **How many?** Words like **some, twelve, many, four, any, twenty, each,** and **both** show **how many.**

twenty birds some people no animals each man
twelve months few peaches six girls many women

The adjectives **each, every,** and **one** are only used with singular nouns.

each day every boy one bird

Underline the adjectives in each sentence that tell **how many.**

1. I sold both necklaces at the tribal fair.
2. Several girls danced in the Puberty Rite.
3. He gave each friend a gift after the wedding.
4. There were five riders in the barrel race.
5. There were no animals grazing in the hot afternoon sun.

6. The crumbling walls of many rooms were all that remained of the old dwelling.

7. A few horses found water at the bottom of the canyon.

8. There were ten little children at the nursery.

This time, you write an adjective that tells **how many** for each noun below. **Use as many different adjectives as you can think of.** Remember, only use each, every, or one with a singular noun.

1. ____________ miles
2. ____________ tribes
3. ____________ states
4. ____________ animals
5. ____________ girl
6. ____________ rug
7. ____________ bowl
8. ____________ horse
9. ____________ rivers
10. ____________ men
11. ____________ food
12. ____________ woman
13. ____________ valleys
14. ____________ basketmakers
15. ____________ town
16. ____________ ceremony

I. PARTS OF SPEECH

E.1. Review adverb as modifier of verb

Verbs are explained or described by other words in the sentence. These words are called **adverbs.** Adverbs tell **how, when, where, how often,** and **how much.**

In the sentences below, the adverbs are in bold type. The verbs they describe are underlined. Remember that many adverbs end in **ly,** like happily. There are also some adverbs like now and almost that do not end in **ly.**

The chief spoke **wisely.**

She hasn't made bread **lately.**

He has **almost** learned the whole chant.

Underline the adverbs in these sentences. The first one has been done for you.

1. He stared strangely into the fire.
2. The children played happily.
3. Strawberries grew abundantly on the vines.
4. Grandfather snored loudly all night.
5. Arlene makes baskets beautifully.
6. The horse bolted and ran away wildly into the hills.
7. Rain fell gently on the corn.
8. The girls spoke quietly to each other.

I.E.1. Review adverb as modifier of verb

Underline the adverb in each sentence. Write the verb it describes on the line. The first one has been done for you.

1. Dan left for Phoenix yesterday. ____left____
2. Dave ate heartily after the long hike. ________
3. Run quickly and find your father! ________
4. Try hard to be on time. ________
5. We could faintly hear the thunder in the distance. ________
6. Grandmother waited patiently for us. ________
7. Pueblos carefully drilled holes into turquoise beads. ________
8. She will make tortillas today. ________

I. PARTS OF SPEECH

E.2. Commonly misused adverbs/adjectives

Adjectives describe nouns and often tell **what kind.** Adverbs describe verbs and they tell **how, when, where, how often,** or **how much.** Sometimes adverbs and adjectives can look a little alike and they are easy to confuse.

The slow horse finished last. (slow is an adjective telling what kind of horse)

We rode slowly through the canyon. (slowly is an adverb telling how we rode)

Here are some adjectives and adverbs that are often confused.

ADJECTIVES (describe a noun)	ADVERBS (describe a verb)
quick	quickly
real	really
careful	carefully
quiet	quietly
good	well
easy	easily
noisy	noisily
true	truly

To decide if a word is an adverb or an adjective ask yourself what word is being described. If the word being described is a noun, the describing word is an adjective.

If the word being described is a verb, the describing word is an adverb.

I.E.2. Commonly misused adverbs/adjectives

Decide if the underlined word is an adverb or an adjective. Write your answer on the line. The word being described is written in capital letters.

1. The coyote quickly CAUGHT the rabbit. ____________
2. Grandfather told us a true STORY. ____________
3. The quiet CHILD sat by the fire. ____________
4. Dan FINISHED his work easily. ____________
5. Guy joined me in a quick DANCE. ____________
6. Working on a ranch is not an easy JOB. ____________
7. You must STEP carefully over those broken boards. ____________
8. The child SAT quietly by the fire. ____________

One place where adjectives and adverbs are often confused is with linking verbs. Linking verbs are followed by adjectives, not adverbs.

Mary feels bad.	(bad is the adjective that tells about Mary)
The stew tastes good.	(good is the adjective that tells about the stew)
Grandfather's story seemed true.	(true is the adjective that tells about the story)

I.E.2. Commonly misused adverbs/adjectives

Action verbs are often followed by adverbs.

She cooks poorly.	(poorly is an adverb that tells how she cooks)
The power saw works well.	(well is an adverb that tells how the saw works)
Grandfather spoke truthfully.	(truthfully tells how he spoke)

Here are some adjectives and adverbs that are sometimes confused when they are used with linking verbs.

ADJECTIVE	ADVERB
bad	badly
good	well (not the opposite of sick)
slow	slowly
fair	fairly
sore	sorely
true	truly

Underline the correct word in each sentence. If a linking verb is used, be sure you choose the adjective.

1. That fry bread smells (good, well).

2. Is that a (real, really) arrowhead?

3. He played so much basketball that his muscles felt (sore, sorely).

4. Drive (slow, slowly) on the icy road.

5. The rodeo judges seemed (fair, fairly).

6. The drums sound (loud, loudly) to me.

7. Susan looks (well, good) when she braids her hair.

8. Dave feels (bad, badly) about wrecking his van.

I. PARTS OF SPEECH

E.3. Use of adverbs

Words which describe or explain verbs are called **adverbs**. The adverb tells **how, when, where, how often,** or **how much** the action of the verb is done. Examples:

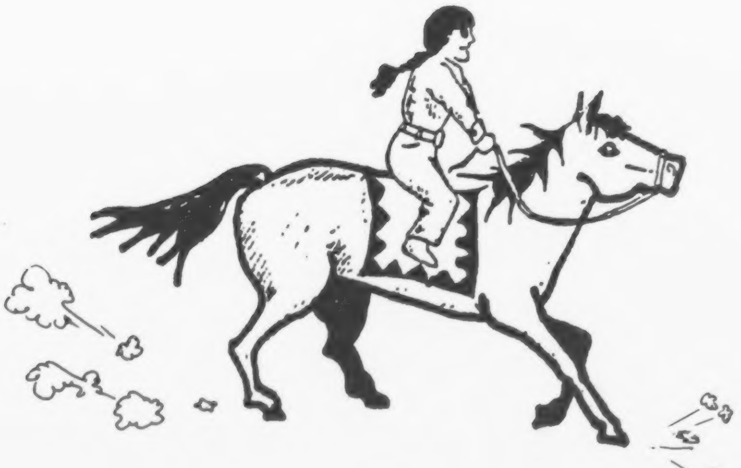
She rides carefully. (carefully tells how she rides)
V ADV

She rides early in the morning and late in the afternoon. (early
V ADV ADV
and late

She rides everywhere. (everywhere tells where she rides)
V ADV

She can almost ride. (almost tells how much)
ADV V

She rides everyday. (everyday tells how often)
V ADV



I.E.3. *Use of adverbs*

Here are some other common adverbs.

Adverbs that tell **when**

today
yesterday
tomorrow
soon
now
finally
suddenly
already
late
lately

Adverbs that tell **where**

everywhere
here
anywhere
there
up
down
far
near

Adverbs that tell **how often**

never
usually
always
seldom
everyday
often
sometimes
daily

Adverbs that tell **how much**

almost
nearly
really
actually
truly

Adverbs that tell **how**

swiftly
slowly
cleverly
easily
gently
lazily
evenly

I.E.3. Use of adverbs

The underlined words in these sentences are adverbs. On the line after the sentence, tell if the adverb tells **how, when, where, how often,** or **how much** about the verb. The first one has been done for you.

1. Donna baked break daily. how often
2. Jacob planted the corn evenly. ____________
3. Grandmother finally finished her rug. ____________
4. The little girl really liked her kachina doll. ____________
5. They drove far into the canyon. ____________
6. He tracked the sheep everywhere. ____________
7. David hasn't driven to Phoenix lately. ____________
8. Sandra kneaded the dough gently. ____________
9. Steve never hunts at night. ____________
10. Evelyn nearly cut her finger on the sharp blade. ____________

I.E.3 Use of adverbs

Underline the adverbs in these sentences. On the line after the sentences, write whether the adverb tells **how, when, where, how often,** or **how much**. To help you, the verb in each sentence is written in bold type.

1. The dancers **moved** swiftly across the floor. ____________
2. The Apaches **travelled** far into Mexico. ____________
3. Chris nearly **fell** off his horse because he was laughing at the clowns. ____________
4. We **are leaving** tomorrow. ____________
5. Pueblos **twisted** fibers tightly to make string. ____________
6. Susan seldom **makes** fry bread during the week. ____________
7. **Sit** down! ____________
8. The badger heard the gun shot, and **stopped** suddenly. ____________
9. The corn was **planted** unevenly. ____________
10. That really **makes** me mad! ____________

I. PARTS OF SPEECH

F.1. Prepositional words and phrases

There are special connecting words in English. One type of connecting word is called a **preposition.**

The word preposition means **placed in front of.** This is because a preposition is usually placed in front of a noun. The prepositions are underlined in this sentence.

> The spring is at the bottom of the mesa.

Here, the prepositions at and of connect the subject, spring, with two other nouns, bottom and mesa, to tell where the spring is. The word groups:

> **at the bottom** and **of the mesa**

are called prepositional phrases. Prepositional phrases are made up of a preposition, a noun or pronoun, and all the words that describe the noun or pronoun. These phrases usually tell where or when.

> Here are other examples. The prepositional phrases are in bold type.
>
> The weaver sat **at her loom in the shade of the ramada.** (All of these prepositional phrases tell where the weaver sat.)
>
> We left **in the afternoon.** (tells when we left)

I.F.1. *Prepositional words and phrases*

Here are some common one-word prepositions:

about
above
across
against
along
among
around
at
behind
below
beside
between
but
by
down
for
from
in
inside
into
like
near
of
off
on
but
outside
over
past
through
to
under
up
upon
with

Prepositions with more than one word:

away from
in front of
in back of
outside of
inside of

I.F.1. Prepositional words & phrases

Put a circle around the prepositions in these sentences.

1. He shot a bullet through the door.
2. The Chemehuevi like working outside of their houses.
3. We ran away from the fire.
4. The hogan was built of mud and logs.
5. She looks like her mother.
6. The Pueblo women prepare the clay for making pottery.
7. The tired warrior leaned against the tree.
8. The climb up Third Mesa is hard.
9. Water ran down the canyon walls.
10. Hopi girls wear traditional dresses under blankets.
11. Turn left past the gas station.
12. The corn was divided between the two families.

I.F.1. Prepositional words and phrases

Underline the prepositional phrases in these sentences. Remember to look for the preposition that starts the phrase and the noun that ends it. Most prepositional phrases have two or three words in them.

1. The eagle flew above the canyon.

2. Vicki swam across the river.

3. The rainbow appeared over the desert.

4. The rancher circled around the sheep.

5. The Twin Grandsons hid behind the rain clouds.

6. The Hopis played the game called Shinny for hours.

7. Dennis and Bobby rode into the canyon.

8. Piki bread is baked on a stone griddle.

9. The Zuni Reservation is near Gallup, New Mexico.

10. Pueblos stored their dried corn inside large baskets.

11. Veronica went to Phoenix.

12. The cornmeal was mixed with ashes.

I. PARTS OF SPEECH

F.. *Time words*

Time words are special words that tell you when things happen. These words can be hard to understand unless you study them. The time words you will study in this lesson are: **after, before, since,** and **until.**

After: first one thing happens, then another thing happens.

First, I fed the baby.
Then, the baby went to sleep.
So, the baby went to sleep **after** I fed him.

Before: in the past

First, the Navajos lived in Canyon de Chelly.
Then, the Spanish came.
So, the Navajos lived in Canyon de Chelly **before** the Spanish came.

Since: from a past time to the present

Dave is a musician now.
Dave became a musician in 1979.
So, Dave has been a musician **since** 1979.

I.F.2. Time words

Until: up to the time of

We need to leave.
The car isn't fixed.
So, we can't leave **until** the car is fixed.

Put a line under the time words in each of these sentences.

1. The Havasupai leave their canyon before winter comes.
2. Europeans didn't know about corn until they came to the new world.
3. The Pima were not given land rights until 1859.
4. The Yaquis have lived in Arizona since they left Mexico.
5. The Yaquis had to pay taxes after the Mexican War of Independence.
6. The Yaquis never paid taxes before.
7. The Yaquis had conflict with the government since the war.
8. There was no fighting after 1927.

I.F.2. Time words

Choose the answer that explains the underlined word by circling a., b., or c.

1. The Yaquis have lived in Arizona since they left Mexico.
   a. The Yaquis have always lived in Arizona.
   b. The Yaquis have always lived in Mexico.
   c. First the Yaquis left Mexico. Then they lived in Arizona.

2. The Yaquis had to pay taxes after the Mexican War of Independence.
   a. The Yaquis didn't pay taxes before the war. When the war was over, they had to pay.
   b. The Yaquis always paid taxes, but they paid more taxes when the war was over.
   c. The Yaquis never pay any taxes.

3. The Havasupai leave their canyon before winter comes.
   a. They leave in the winter.
   b. They leave in the spring.
   c. They leave in the fall.

4. Europeans didn't know about corn until they came to the new world.
   a. They always knew about corn, even before they came to the new world.
   b. They came to the new world, then they learned about corn.
   c. They knew about corn, but they never came to the new world.

I. PARTS OF SPEECH

G.1. Conjunctions and their use

Some words are used to connect other words. One type of connecting word is called a **conjunction**. Here is one group of conjunctions: **for, and, nor, but, or, yet, so**. These conjunctions are used to connect words, phrases, or sentences. For example:

girls or boys (joins two nouns)
sing and dance (joins two verbs)
out of the house and into the yard (joins prepositional phrases)
Stella ground the corn, but Rena baked the bread. (joins two sentences)

Underline the conjunctions in these sentences.

1. The Havasupai dried pumpkin and squash.
2. He works slowly but carefully.
3. Guy was tired, for he had ridden all day.
4. Shall we go to the dance or to the movies?
5. The young girl couldn't weave, nor could she make baskets.
6. For years, he tracked the coyote, yet he never found him.
7. The dance begins at nine, so we have to leave now.
8. The Apaches raided in Arizona and Northern Mexico.

I.G.1. Conjunctions and their use

Use one of the following conjunctions that fits the meaning of the sentence: for, and, nor, but, or, yet, so.

1. Mother __________ grandmother both weave rugs.

2. I wanted to buy the horse, __________ I didn't have enough money.

3. Let me finish my work, __________ I can go to the dance tonight.

4. Ramona can not find her saddle, __________ can she find her bridle.

5. Come here now, __________ I am about to drop these dishes.

6. You can fry the bread, __________ you can cut up the green chili.

7. Shawn hunts every weekend, __________ he never has any luck.

8. The Havasupai spend the summer in the canyon __________ the winter on the rim.

UNIT I POST-TEST: PARTS OF SPEECH

Write the plural of these words.

1. calf ____________________
2. tomato ____________________
3. fox ____________________
4. berry ____________________
5. glass ____________________
6. roof ____________________

Write the possessive of these words.

7. beaver ____________________
8. Hopis ____________________
9. deer ____________________
10. weavers ____________________

Underline the collective noun in these sentences.

11. My father's herd of cattle is in the far pasture.

12. The Tohono O'Odham Tribe has a reservation in southern Arizona.

In these sentences, put one line under the noun used as a subject. Put two lines under a noun used as an object.

13. The San Francisco Peaks are sacred to the Navajo and Hopi Tribes.

14. Faye makes good fry bread.

15. Grandmother weaves rugs.

Write a pronoun on the line that can stand for the underlined words(s) in each sentence.

16. Dave fixed the truck. ____________

17. Pauline gave Joyce and me some bread. ____________

18. The two boys are going home. ____________

19. Jody and I are selling candy. ____________

20. My uncle gave Irvin a shotgun. ____________

Underline the pronouns that show ownership in each sentence.

21. The book on the table is mine.

22. Mary gave her mother a new coat.

23. That book is hers.

24. The blue pickup truck is ours.

25. My dog is smaller than yours.

26. His clan is the Salt Clan.

Write in the missing tense for each verb.

	PRESENT	PAST
27.	am	________________
28.	________________	froze
29.	________________	sold
30.	do	________________
31.	write	________________
32.	________________	taught

Rewrite these sentences to show that the action is going on right now.

33. My brothers hunt rabbits.

____

34. Wayne carves kachinas.

____

35. Mark works at home.

____

36. Sue drives carefully.

____

Underline the linking verbs and the helping verbs in these sentences.

37. She seems very friendly.

38. Jerry may be quitting his job this summer.

39. The wolf was hunted but never found.

40. The stew smells delicious.

41. Rosalind could have had her own business.

42. The wool feels soft.

43. Richard is happy with his new job.

44. Margery seems to know more songs than others.

Underline the descriptive adjectives and the adjectives that show ownership in this passage.

45–56:

The land is our mother. In her quiet canyons flow the streams that give life. In her majestic mountains lie beautiful lakes. In her colorful mesas stir untold legends. In her green valleys walk our people.

Child of the Hogan
Ray Baldwin Louis

On the line after the sentence, tell if the underlined adverb tells where, how, when, how often, or how much.

57. The deer ran swiftly through the field. ____________________

58. We're leaving soon. ____________________

59. She nearly fell off of her horse. ____________________

60. Wanda looked everywhere for her earrings. ____________________

61. Sam never gets lost. ____________________

Underline the prepositional phrases in this passage.

62–68:

As the morning light moved through the trees, the torment of birth was over. In the arms of the grandmother cried a child of the hogan.

And she raised him to be a staff in the ways of his people.

Child of the Hogan
Ray Baldwin Louis

Underline the conjunctions in these sentences.

69. Do you want tortillas or fry bread for dinner?

70. Dave was tired, for he had worked all day.

71. My family still has cattle, but not sheep.

72. The Pimas and the Tohono O'Odham both live in Arizona.

UNIT II

II. SENTENCE STRUCTURE

A. *Review of sentences*

You have learned that every sentence contains one whole thought or idea. There are four kinds of sentences: **statement, question, command,** and **exclamation.**

A **statement** is a telling sentence. It tells you facts about something or someone. Every statement starts with a capital letter and ends with a period (.).

Dave's home is in Flagstaff.
I like to eat piki bread.
An eagle flew over the canyon.

A **question** is an asking sentence. It asks you for facts about something or someone. Every question starts with a capital letter and ends with a question mark (?).

Where is the silver ring?
Can you see the rainbow?
Is that stew for me?

A **command** is a directing sentence. It tells or requests someone to do something. Every command starts with a capital letter and ends with a period (.).

Give me some of that fry bread, please.
Turn right at the next corner.
You report to work on time.

An **exclamation** is an exclaiming sentence. It shows surprise or strong feeling; it can show fear, happiness, surprise, excitement, love, or praise. Every exclamation starts with a capital letter and ends with an exclamation point (!).

Stop!
What a windy day!
Help! The room is flooded.

II.A. Review of sentences

Read the statements below.

Put an **S** on the line if the sentence is a statement.

Put a **Q** on the line if the sentence is a question.

Put a **C** on the line if the sentence is a command.

Put a **E** on the line if it is an exclamation.

The marks at the ends of the sentences have been left out. You must read carefully to decide which kind of sentence it is.

_____ 1. Did that horse run away

_____ 2. What a great movie

_____ 3. Mabel is the best weaver in this area

_____ 4. Call the police

_____ 5. Where is Evelyn working

_____ 6. That eagle has a broken wing

_____ 7. Are you coming with us to the dance

_____ 8. Watch out

_____ 9. I think I'll move to Phoenix in the spring

_____ 10. Irwin has three horses

_____ 11. Are you Arlene's cousin

_____ 12. Drive straight past the gas station

_____ 13. What is a kiva

_____ 14. Drop that gun

_____ 15. Oh, no

_____ 16. My mother has two silver necklaces

Now, you write these sentences. Be sure you start each sentence with a capital letter. Use the correct mark at the end of each sentence.

STATEMENT (a telling sentence)

1. ____

____

QUESTION (an asking sentence)

2. ____

____

COMMAND (a directing sentence)

3. ____

____

EXCLAMATION (an exclaiming sentence)

4. ____

____

II. SENTENCE STRUCTURE

B. *Review of subject and predicate*

You have learned that a sentence is a group of words that has one whole thought or idea. In each sentence an action occurs that tells you what is happening. There is also a subject, which is the doer of the action. The subject is what the sentence is about. The action, or verb, tells something the subject is or does.

The subject of the sentence can be one word or a group of words. In the sentences below, the subject is underlined

The small white lamb stood by its mother.

The giant saguaro cactus grows in the desert.

Irvin Yazzie has the best horses in Page.

The verb of the sentence can also be one word or a group of words. This part of the sentence is called the predicate. This is the main verb plus all the helping verbs. In the sentences below, the verb is circled.

The coyote howled loudly at the moon.
You should have been at the pow-wow.
The old chief sang.

II.B. Review of subject and predicate

Underline the subject in these sentences. Then circle the verb.

1. My grandmother's hogan was burned after she died.
2. Jane's favorite teacher retired this year.
3. He is the best bronc rider in the valley.
4. Raymond Little Cloud lives on the reservation.
5. The eagle feathers belonged to the medicine man.
6. Flagstaff, Arizona, is the place to sell baskets.
7. The high school basketball team won the big game.
8. Your oldest brother is here.
9. Dave has been going to school for two years.
10. The young boy rode his small pony into the canyon.
11. A Navajo sweathouse can be made in one day.

II.B. *Review of subject and predicate*

12. Sagebrush ashes are used in Hopi piki bread.

13. Grandfather told Coyote stories around the campfire.

14. The sheep dog rested under the pickup truck.

15. Potato chips were invented by a Native American.

16. We could have stayed at the dance all night.

II. SENTENCE STRUCTURE

C. *Compound subject*

You have already learned that a noun or a pronoun can be the subject of a sentence. A sentence can have more than one noun or pronoun as its subject. This is called a **compound subject.** When something is called **compound,** it is made up of two or more parts. The nouns and pronouns are connected by the words **and** or **or** and are used with the same action words. The underlined words are compound subjects.

Cactus and sagebrush grow in the desert.
Her mother and her grandmother weave beautiful rugs.
You or I will be the lead dancer.

A compound subject can also be made up of three or more words in a series. Commas are used between each word. The words **and** or **or** are used before the last word in the series. Look at these examples:

Irwin, Melvin, and Rita were in an accident.
Health care, education, job training, and counseling are services given at this agency.
My mother, my father, and I plan to go to the dance.

II.C. Compound subject

Underline the compound subject in these sentences.

1. Food, clothing, and shelter are needed by all people.
2. Carl or Darren will go with you.
3. The black horse and the old dog belong to my uncle.
4. The canyon and the mesa were covered with snow.
5. You or Paul should feed the horse.
6. He and she have been married for five years.
7. His gray hair, his wrinkled face, and his slow speech showed that he was old.
8. Fishing, hunting, and playing basketball are my favorite hobbies.

II.C. Compound subject

Underline the compound subject in these sentences.

1. The beaded belt, the silver ring, and the basket were for sale.
2. My oldest brother, my youngest sister, and I grew up on the reservation.
3. Elizabeth, Judy, Arlene, and Evelyn all go to school in Montana.
4. Deserts, mountains, canyons, foothills, and mesas can be found on the Navajo Reservation.
5. The Pimas and the Tohono O'Odham live in southern Arizona.
6. California, Arizona, New Mexico, Utah, and Colorado are the southwestern states.
7. Liberty, equality, and justice are the rights of all people.
8. Dr. Ramirez and his wife visit the reservation every spring.

II. SENTENCE STRUCTURE

D. *Compound verb*

The action of a sentence tells what the subject is or does. In the last lesson, you learned that the subject can be made up of two or more nouns or pronouns. The action can also be made up of two or more verbs. The verbs are connected by the words **and** or **or.** The compound action of the following sentences is in bold type. Each subject is underlined.

The brothers **hunt** and **fish** every weekend.

The baby **was whimpering** and **crying.**

You **should call** or **write** to her every week.

As with compound subjects, you can use three or more verbs to make compound action.

Irvin **slipped** on the ice, **fell** down, and **broke** his arm.

The women **planted** corn in the spring, **harvested** it in the fall, and **stored** it for the winter.

The winners **sang, danced,** and **celebrated** all night.

II.D. Compound verb

Underline the verbs of the compound action in these sentences. Remember to underline the helping verbs and the main verbs. The first one has been done for you. The subject is in bold type.

1. The scared **horse** bolted and ran away.
2. The **Pimas** planted corn in the spring and harvested it in the fall.
3. The angry **child** screamed, yelled, and cried.
4. **Grandmother** sheared the sheep and washed the wool.
5. The two **girls** were laughing and talking.
6. The **eagle** was flying overhead and looking for food.
7. **Apaches** explored distant lands and found horses.
8. **Raymond Little Cloud** buys and sells old pottery.
9. The car's **engine** coughed, sputtered, and stopped.
10. **Dave** has driven to town and will be returning tonight.

II.D. Compound verb

Now, you finish these sentences by adding at least two verbs to make the compound action. You can use verbs like: howled, growl, bark, ran, weaves, cooks, bake, sing, sew, hunt, fish, dance, makes, sells, run, jumped.

11. The coyote __________ and __________.

12. My grandmother ______________________________ and

____.

13. My two brothers __________ and __________.

14. I like to __________ , __________, and __________.

15. Dave __________ jewelry, and __________ it.

16. The black horse __________ and __________.

E. *Complete vs. incomplete sentences*

A sentence is a group of words that has a whole thought or idea. To have a complete thought, a sentence must have a subject (or doer) and a verb (or action). The verb tells what the subject is or does.

Margery sang.
(subject) (verb)

This short sentence has a complete thought. It is called a **complete sentence.** If a sentence is missing either the subject or verb, it is called an **incomplete sentence.**

Danced and sang all night. **INCOMPLETE**
(There is no subject. Who danced and sang?)

All Navajo girls. **INCOMPLETE**
(There is no verb. What do the girls do?)

Before the sun came up. **INCOMPLETE**
(There is no subject or verb. What happened before the sun came up)?

Read these sentences. If the sentence is **complete,** write **C** on the line. If it is **incomplete,** write I on the line. Look for a subject and verb in each sentence.

_____ 1. Planted corn in the desert.

_____ 2. The children played quietly.

_____ 3. All of the Indian people.

_____ 4. The sandpaintings of the Navajos.

II.E. Complete vs. incomplete sentences

_____ 5. Live in the Grand Canyon.

_____ 6. The Snake Dance is a Hopi ceremony.

_____ 7. The Utes of Colorado.

_____ 8. Howled at the moon.

_____ 9. After the boys hunted all day.

_____ 10. In the night you can hear the wind.

_____ 11. Can't you make piki bread?

_____ 12. All the stories about Coyote.

Add a subject or verb to make these incomplete sentences into complete ones. You can use names like: Stella, Arlene, Grandmother, and verbs like: is, runs, won, lost.

1. __________ made baskets from strawberry vines.

2. __________ liked to drink wild tea.

3. The old pickup truck __________.

4. The basketball team __________.

UNIT III

III. PARAGRAPH DEVELOPMENT

A. *Characteristics of a paragraph*

You may remember that sentences in a story are grouped by the subject they are about. This group of sentences is called a **paragraph.** A paragraph has one main idea or subject. This subject is called the **topic.**

The topic can be about a person, a place, an idea, or an object. Every sentence in the paragraph must tell about the topic. If it doesn't, it should not be in the paragraph. This is called **unity.** Unity means that all the sentences in a paragraph tell something about the topic.

Read this paragraph about the Pueblo of Zuni.

1. Zuni has kept much of its native life and its religion. 2. The best known of its many ceremonies is the Shalako. 3. This is a house blessing rite which takes place in early December. 4. It is very cold in December. 5. The ceremony has huge bird-like kachinas which dance in the Shalako houses.

Southwestern Indian Tribes
Tom Bahti

Did you notice any sentence that did not seem to belong in the paragraph? The topic of this paragraph is Zuni's religious activities. All the sentences in the paragraph relate to this topic except sentence number 4. This sentence tells you how cold it is in December. It does not belong in this paragraph.

III.A. Characteristics of a paragraph

In each of the following paragraphs find the sentence that does not belong in it. Write the number of that sentence at the end of the paragraph.

1. The sweatbath is used to restore and refresh one's health. 2. When a person is tired, he can take a sweatbath and feel refreshed and healthy. 3. Sand is placed on the body to dry the sweat. 4. It gives him energy and strength, and it gets rid of feeling tired.

Grandfather Stories of the Navajos
Broderick Johnson

1. The sentence which does not belong is ______.

1. From February to July, the kachinas live in the villages with the Hopis. 2. The Papago reservation is in Arizona. 3. No one can see the kachinas except when they come out of the kivas to dance. 4. However, the Hopis know the kachinas are there and that they and their crops are safe.

American Indian Myths and Legends
Richard Erodes and Alfonso Ortiz

2. The sentence which does not belong is ______.

III.A. Characteristics of a paragraph

1. Apache mothers were very strict about how children behave at mealtime. 2. Youngsters were told to act like adults when they ate. 3. They were to wait until the food was served and not to grab for it. 4. They were not to eat or drink until the elders had started their meal. 5. Apache men were good hunters. 6. And, they were not allowed to move around or to overeat for food was a blessing.

Daughters of the Earth
Carolyn Niethammer

3. The sentence that does not belong is _____.

1. Coronado visited the pueblo of Zuni in 1540. 2. Zuni is written in the accounts of his travels as the first of the Seven Cities of Gold (Cibola). 3. Coronado spent many years exploring the Southwest. 4. Zuni was a great disappointment to the Spaniards. 5. Instead of gold and jewels in Zuni, they found farmers living in mud-walled houses.

American Indians of the Southwest
Bertha P. Dutton

4. The sentence that does not belong is _____.

III. PARAGRAPH DEVELOPMENT

B. *Descriptive paragraph writing*

How would you describe a pueblo wedding vessel to someone? You would probably tell its shape, size and color. You would also describe any designs it may have on it and how it feels. You would try to tell many details about the vessel. Then someone could "see" or picture it in his own mind.

Descriptive writing is a way of describing something in writing. The reader can picture it in his own mind. A paragraph that describes can tell what something looks, feels, smells, tastes, or sounds like. It can tell size, color, and shape. Every detail that will help the reader picture what is being described should be written in a descriptive paragraph.

Read this description of the male dancers in the Santo Domingo Corn Dance. Try to picture the dancers in your own mind. Then answer the questions that follow the paragraph.

The men, naked to the waist, were painted a golden copper. Their freshly washed hair fell to their wide shoulders. A few blue and green parrot feathers were woven into their hair. Each wore a white Hopi ceremonial kirtle (gown) decorated in red and green. The kirtle was tied with a red and black wool sash, the long fringe dangling from right knee to ankle. At the back, swaying between their legs, hung a fox skin. Their ankle-high, fawn-colored moccasins were trimmed with a band of black and white skunk fur. They held gourd rattles in their right hands and springs of evergreen in their left hands.

Masked Gods
Frank Waters

III.B. Descriptive paragraph writing

1. Who is being described in this paragraph?

____

2. Where were the parrot feathers?

____

3. What kind of kirtle is worn by the men?

____

4. What colors are the wool sash?

____

5. Where is the fox skin worn?

____

6. What is worn on the men's legs?

____

7. Describe the moccasins they wore.

____

____

____

8. What did the men carry in their hands?

____

UNIT II & III POST-TESTS: SENTENCE STRUCTURE PARAGRAPH DEVELOPMENT

Identify the following sentences. Use **S** for a statement, **Q** for a question, **C** for a command, and **E** for an exclamation.

_____ 1. Where is my basket

_____ 2. Oh, no

_____ 3. Help

_____ 4. Hand me that towel, please

_____ 5. The Hopi Reservation is in northern Arizona

_____ 6. Are you coming with us

_____ 7. Turn left at the next light

_____ 8. Look out

In each sentence, put a line under the subject and circle the verb.

9. Hogans of the Navajos are often round in shape.

10. A medicine man is called in to bless a new hogan.

11. The little girl was wrapped in a blanket.

12. The door to my house faces the east.

13. Turquoise was mined in the Southwest.

14. Dave and I could have left on Saturday.

Underline the simple compound subject in each sentence.

15. The Apaches, the Pimas, and the Papagos (Tohono O'Odham) all have reservations in Arizona.

16. Sheep and cattle are raised by many Navajos.

17. My turquoise ring, bracelet, and earrings were stolen.

Underline the verbs of the compound action in these sentences.

18. The girl stood on the hill and looked for her sheep.

19. The Pueblos sheared the sheep and carded the wool by hand.

20. The eagle swooped down and attacked the rabbit.

If the following sentences are complete, write **C** on the line. If they are incomplete, write **I** on the line.

_____ 21. Many school children.

_____ 22. Everyone left early.

_____ 23. Always woke up early.

_____ 24. Rena likes to make tortillas.

Read this description. Then answer the question.

Sayatasha, the Rain-god of the North, wears white buckskin. His jewelry is turquoise, shell, and coral. His red and blue moccasins are beaded. His mask of black and white stripes has a long blue horn on the right side and shining black goat's hair on top. In one hand he carries a bow and arrow. In the other hand, he carries a bunch of deer bones which he shakes like a rattle.

Dancing Gods
Erma Ferguson

25. What does Sayatasha shake like a rattle? ____________________

____

26. What color are his moccasins? ____________________

27. Name one thing he carries in his hand. ____________________

28. What kind of hair is on top of his mask? ____________________

____

29. What kind of jewelry does he wear?

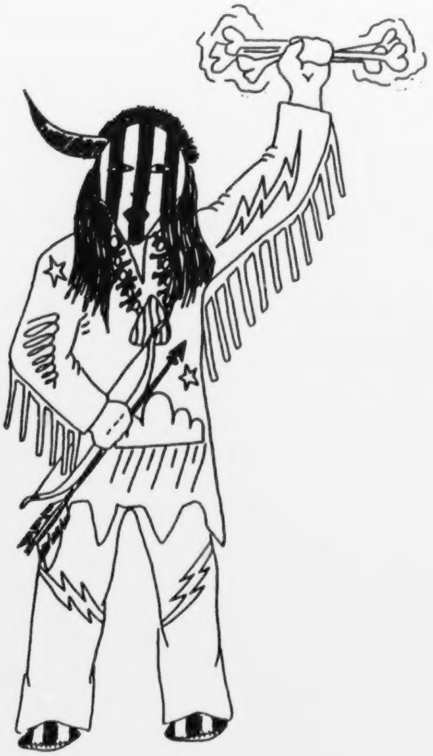
a. ____

b. ____

c. ____

30. What does his mask look like? ____________________

____



Read each of these paragraphs. Put a line under the sentence which does not belong.

31.

1. Cliff Palace is the nicest Mesa Verde cliff dwelling. 2. It was very carefully built. 3. Cliff Palace was "discovered" by white men in 1888. 4. The stones were evenly cut and laid. 5. Many rooms are decorated, but the third floor room is the most beautiful.

Let's Go to An Indian Cliff Dwelling
Barbara Williams

32.

1. The Mohave Indians of Arizona are not one of the better-known tribes. 2. They are a Yuman-language speaking people. 3. They live by the Colorado River. 4. The Hopis also live in Arizona. 5. The Mohaves used to literally live on the river. 6. They swam in it, drank it, traveled on it, and ate its fish.

Speaking of Indians,
With an Accent on the Southwest
Bernice Johnson

UNIT IV

IV. PUNCTUATION

A.1. Commas in dates and places

Commas are needed when you write a date. A comma is used to separate the day from the year —

August 21, 1985

or the month from the year —

August, 1985

A comma will also come after the year if it is written in a sentence and more words follow it —

On August 21, 1985, I enlisted in the army.

In June, 1980, my sister got married.

Put the commas where they are needed in the dates for each sentence.

1. The pow-wow was held in March 1985 in Sacaton.
2. Elaine attended the boarding school from September 1975 until June 1980.
3. The tribal elections were held on November 4 1986.
4. January 29 1906 is my grandmother's birth date.
5. My son received his driver's license on June 15 1986.
6. A puberty ceremony was held for my granddaughter in September 1986.

7. Our team went to the playoffs on April 10 1985.

8. We moved to Acoma in October, 1980.

Commas are also used to separate the name of a city and a state.

Blanding, Utah
Red Mesa, Arizona

A comma also comes after the name of the state in a sentence if more words follow it.

We went to Gallup, New Mexico, last summer.

Put in the commas where they are needed in each sentence.

1. Sam was born in Page Arizona.

2. We will meet in Santa Fe New Mexico next fall.

3. Do you know anyone in Whiteriver Arizona?

4. Rita went to Kanab Utah to visit her mother.

5. My brother moved to Needles California last winter.

IV.A.1. Commas in dates and places

6. Her parents live in Albuquerque New Mexico.
7. Frank is planning a trip to Rough Rock Arizona for the ceremony.
8. His sister is living in Cortez Colorado.

Now practice by putting commas in the dates and places where they are needed in each sentence.

1. I moved to Parker Arizona in June 1984 when I got married.
2. Louis has lived in Dulce New Mexico since September 1975.
3. Susan's first daughter was born in Yuma Arizona on July 14 1979.
4. I met Jessie in Blanding Utah on December 3 1981.

IV. PUNCTUATION.

A.2. Comma in a series

You may recall that a comma is needed to separate words in a **series.** A series is three or more words or groups of words written one after the other: valleys, canyons, mountains, and mesas; mild spring, hot summer, and cold winter.

Look at this sentence.

Jewelry pottery baskets and rugs were sold at the fair.

Without the commas, this sentence is hard to read. Now try it again.

Jewelry, pottery, baskets, and rugs were sold at the fair.

This is much easier to read. Note that a comma is used before the word **and** in a series.

Here are more examples of commas used in a series.

Navajo tacos are made with fry bread, beans, chili, lettuce, tomatoes, onions, and cheese.

Corn can be roasted, steamed, boiled, or dried and ground for various uses.

IV.A.2. Comma in a series

Make these sentences easier to read by putting in the commas where they are needed in a series.

1. Woodcarvings basketry and pottery are made in the pueblo of San Juan.
2. Some tribes use voices drums rattles and flutes in their music.
3. One band of Paiutes made burden baskets trays hats and coiled baskets.
4. The Hopis make basketry pottery kachina dolls silver work and weaving of very fine quality.
5. Santa Clara is well-known for its pottery bowls jars and plates.
6. Beadwork cradleboards and some basketry are being made by the Chemehuevis [chĕm ĕ wă′ vĕs].
7. Some Yuma women still make beaded capes necklaces small pins and belts.
8. Some craftwork silverwork and weaving is made in the pueblo of Isleta.

IV.A.2. Comma in a series

In this section about the Hopis, put the commas where they are needed in the series.

1. The Hopi way of farming includes floodwater farming sand dune (or dry) farming and spring irrigation.

2. Water for crops comes from winter snows or rain and short heavy and often violent thunderstorms.

3. Strong wind hail insects rodents and crows are all dangerous to the crops.

4. Blue white red yellow purple and spotted corn are all grown by the Hopi.

5. In the past, the Hopis raised sheep cattle goats burros horses pigs and chickens on or near the mesas.

6. Hopi culture is passed on by example by training and through oral history.

7. In modern times, new tribal offices a civic center motel museum and health center have been built on the mesas.

8. Televisions radios tape recorders and tape decks are now commonly seen on the mesas.

Hopi-Scenes of Everyday Life
Robert Breunig and
Michael Comatuwayma

IV. PUNCTUATION

B.1. Quotation marks

Quotation marks (" ") are used to set off the exact words the speaker is saying. They are placed in front of the first word spoken and after the last word spoken. Punctuation marks are placed inside the quotation marks.

Example: "When are you leaving?" Ron asked.
Susan said, "Would you like another bowl of stew?"
"Look!" said Bob, "There is the new colt."

The quotation marks only go around the words that are spoken. They do not go around any other words in the sentence.

Read this conversation between Carl Gustav Jung and Chief Ochiviay Brano in Taos in the 1920's. You will see that the words being spoken are inside quotation marks.

Underline all the words that are spoken in this conversation.

1. Brano expressed his dislike for all whites when he said, "We think that they are mad."
2. Jung asked, "Why do you think so?"
3. "They say that they think with their heads," Brano answered.
4. "Why, of course. What do you think with?" Jung asked in surprise.

5. "We think here," the Indian said, pointing to his heart.

6. Jung was stunned. He fell into a long silence. He said, "This Indian has struck our weakness. He has uncovered a truth to which we are blind."

The First American
C. W. Ceram

This time, you must decide what words are being spoken. In each sentence, put quotation marks around the words being spoken. Remember, the other words in the sentence are left outside the quotation marks.

7. Paul said, I will see you tomorrow.

8. I would like to buy the red blanket, Anna said.

9. Do you have any peaches left? Frank said.

10. Barbara answered, I put them out to dry in the sun.

11. We have not had much rain this year, said Joe.

12. Gilbert asked, How far is it to Red Mesa from here?

13. It is about a day's ride, replied Edward.

14. We lost some livestock in the heavy snow last winter, said Larry.

15. When does the bus leave? asked Len.

16. Richard answered, The bus leaves at 8:15.

IV. PUNCTUATION

C.1. Underlining

Whenever the title of a book, magazine, or newspaper is written, it is always underlined.

the Arizona Republic	(newspaper)
The First American	(book)
the Reader's Digest	(magazine)

The small word **the** is not underlined unless it is part of the title.

Underlining is used to point out that the underlined words are the title of a complete book, magazine, or newspaper.

Underline the title of the book, magazine, or newspaper in each sentence.

1. The official newspaper of the Ute tribe is called the Ute Bulletin.
2. I read the book, House Made of Dawn, last year.
3. The Eagle Free Press is published by the Phoenix Indian Center.
4. I have a subscription to Sunset magazine.
5. Sun Bear and Wabun wrote the book, The Medicine Wheel.
6. The Navajo Tribe's newspaper is called the Navajo Times.
7. Raymond's favorite book is Laughing Boy.
8. The book, Ritual of the Wind, was written by Jamake Highwater in 1977.

UNIT V

V. CAPITALIZATION

A. *Use of capitals*

When you write in English, some words are more important than other words. Steve, a proper noun, is the name of one special person. Start a proper noun with a capital letter. This shows that it is important. Common nouns and other less important words are not written with a capital letter.

PROPER NOUNS	COMMON NOUNS
President Ingles	the college president
Friday	a day of the week
Uncle Derrill	my favorite uncle

Use these rules to help you capitalize words correctly.

RULE #1: Capitalize the first letter of the abbreviations for these words: doctor, mistress, mister, reverend, days of the week, months of the year.

WORD	ABBREVIATION
doctor	Dr.
mister	Mr.
mistress	Mrs.
reverend	Rev.
Tuesday	Tues.
August	Aug.

RULE #2 Capitalize all the words in the name of a company or organization.

Coca-Cola Company
Winslow Indian Center

V.A. Use of capitals

RULE #3 Capitalize the names of places. Do not capitalize small words like **the, of,** or **a** in the name of a place.

State of Utah
the Winslow Indian Center
Billings, Montana

RULE #4 Capitalize the title of a person when the title comes before a personal name.

Uncle Robert
Senator Kennedy

Capitalize all the words in this list that should be capitalized. If no capitalization is needed, put "O" on the line.

1. my cousin Marilyn ____________________
2. aunt susan ____________________
3. ramah, new mexico ____________________
4. yuma indian center ____________________
5. sept. ____________________
6. dr. blue spruce ____________________
7. state of california ____________________

V.A. *Use of capitals*

8. hughes electric company ____________________
9. senator martin ____________________
10. fri. ____________________
11. republic of mexico ____________________
12. the congressman ____________________
    from arizona ____________________

Put in capital letters where they are needed in this passage. Remember to use the rules given for this lesson.

1–18:

The various indian tribes have their own governmental headquarters. The headquarters for the navajo tribe is located in window rock, arizona. Offices of the bureau of indian affairs and the indian health services are located there too. The tribe has its own seal called, "the great seal of the navajo tribe." It also has a specially designed flag which symbolizes navajo life and culture, past, present and future.

GREAT SEAL OF THE NAVAJO TRIBE

UNIT IV & V POST-TEST: PUNCTUATION CAPITALIZATION

Put commas in the following sentences where they are needed.

1. Elaine left on July 13 1985 for Santa Fe New Mexico.
2. James is from Window Rock Arizona but I'm from Whiteriver.
3. Mountains mesas foothills blue sky and clear water are all found on the Navajo reservation.
4. Yes he is Apache.
5. Guy's son was born on August 15 1980 in Chinle Arizona.
6. First you mix in the cornmeal.
7. My father rode his horse from Tucson Arizona to Casa Grande, Arizona.
8. Our next meeting is on May 1 1986.
9. The Hopis make pottery kachina dolls baskets and rugs.
10. Pimas Paiutes Apaches and Quechans are all tribes of the Southwest.

Put quotation marks around the words that are being spoken.

11. Grandfather said, Do you know the story about Coyote and the Rabbit?

12. My brother said, Please tell us.

13. When does the bus arrive, Dave?   asked my mother.

14. Where is my son?   Jane asked.

15. Paul said, Put those blankets in the back of the truck, now.

16. No, answered James, I'm not going to quit my job.

Underline the title of the book, magazine, or newspaper in each sentence.

17. Who wrote, Bury My Heart at Wounded Knee?

18. Child of the Hogan is a book about growing up Navajo.

19. The Navajo Times is the official newspaper of the Navajo tribe.

20. This book is called PATHWAYS.

UNIT VI

VI. PRACTICAL WRITING

A. *Writing of personal notes*

You will often find times when it is necessary for you to write a note to a friend, or your child's school or teacher. Whatever the reason, there is a basic way that the note should be written.

A note has four parts to it. Read this note written to a friend.

1. Dear Rita, 2. May 3, 1985
(name) (date)

(body) 3. Here is the basket you asked me to make for you. I hope you like it. I am leaving it with your son since you are not home. I'll see you the next time I'm in town.

4. Carla
(signature)

As you can see, the note begins with the **name** of the person it is addressed to. The name is written at the top left hand side. The **date** is written across from the name on the right hand side of the note.

The message is the **body** of the note. And finally, your **signature** is written at the bottom of the note.

All notes should have these four parts: the name, date, body, and signature.

VI.A. Writing of personal notes

Now, read this note and answer the questions that follow it.

> Dear Miss Snider, December 6, 1983
>
> My daughter Pauline will not be in school next week. We are going to a ceremony in Zuni. She will make up her school work when she returns to school.
>
> Mrs. Anna Antone

1. Who wrote this note? ______________________________

2. When was the note written? ___________________________

3. Who is the note for? _______________________________

4. Why will Pauline miss school?

   ____

VI.A Writing of personal notes

This time you write two notes. Make up a note to a friend and one to a teacher. Make sure you use the four basic parts of a note in the right places.

1. ____________________ 2. ____________________

3. ____

____

____

____

____

4. ____________________

1. ____________________ 2. ____________________

3. ____

____

____

____

4. ____________________

VI. PRACTICAL WRITING

B. *Personal information*

There are many times throughout your lifetime when you fill out some type of form or application. It may be for a job, a loan, the military, a contract, or for financial aid. There are forms for credit cards, for drivers licenses, for the tribe, and for the BIA. There seems to be a form for just about everything. But all forms will ask for the same basic facts. They will ask who you are and where you live. Many forms also ask for your date of birth and your social security number. And, most forms need your signature.

No matter what kind of form you are filling out, it is important to do these four things:

1. Read the form carefully.
2. Answer all the questions.
3. Print neatly.
4. Sign your name when asked to do so.

If you fail to do any of these things carefully, you may not receive the service, job, loan, or whatever it is you are applying for.

The more you practice filling out forms, the easier it can become for you. On the following pages are several different kinds of forms. You may never need to fill out these particular forms. But, you may fill out other forms that ask for the same information. It is helpful for you to practice by filling out these forms. You teacher will help you if you don't understand a question. Remember, anytime you are filling out a form, **don't be afraid to ask for help** if you need it. At times, everyone has difficulty filling out forms.

VI.B Personal information.

Here is a list of words and their meanings that are often used on forms. Read them carefully. They will help you to understand what information you are being asked to give.

applicant — person filling out a form for something

application — the form being filled out

claim — form asking for something you have the right to have

claimant — person filling out a claim

current — at the present time

expires — the time after which the form is no longer good or in force

financial assistance — money to help with costs and bills

mailing address — address where you receive your mail

privacy act — law which says the information you write on the form can not be used for anything else or given to anyone else

registrant — person filling out the form to register for something

residence — place where you live

signature — your name in writing

spouse — husband or wife

vehicle — car, truck — form of transportation

VI.B Personal information

Application for a Driver's License

The application for a driver's license in your area may look like this one. The main part of the form asks for information about yourself. Notice the space for writing your social security number. When asked to write in boxes, print only one number in each box, like this.

3	9	2		6	0		8	3	1	5	

Also notice that you are to print your name with your first name first, then your middle name, then your last name. The next lines ask for your address. Then more boxes ask you to describe yourself. In the box marked **sex** print an "F" if you are a female. Print an "M" if you are a male. In the next few boxes write how much you weigh (in pounds), how tall you are (in feet and inches), the color of your eyes, and the color of your hair. You do not need to write in the box marked **Restriction.** If you wish to be an **organ donor** write yes in this box, if no, write no. When filled out, this section will look something like this

Sex	Weight	Height	Eyes	Hair	Restrictions	Organ Donor
M	145 lb.	5′ 10″	brown	black		No

When filling out your date of birth, this form asks you to write the month (mo.) first, then the day and year. Write the number of the month you were born, then the day, then the last two numbers of the year you were born, like this.

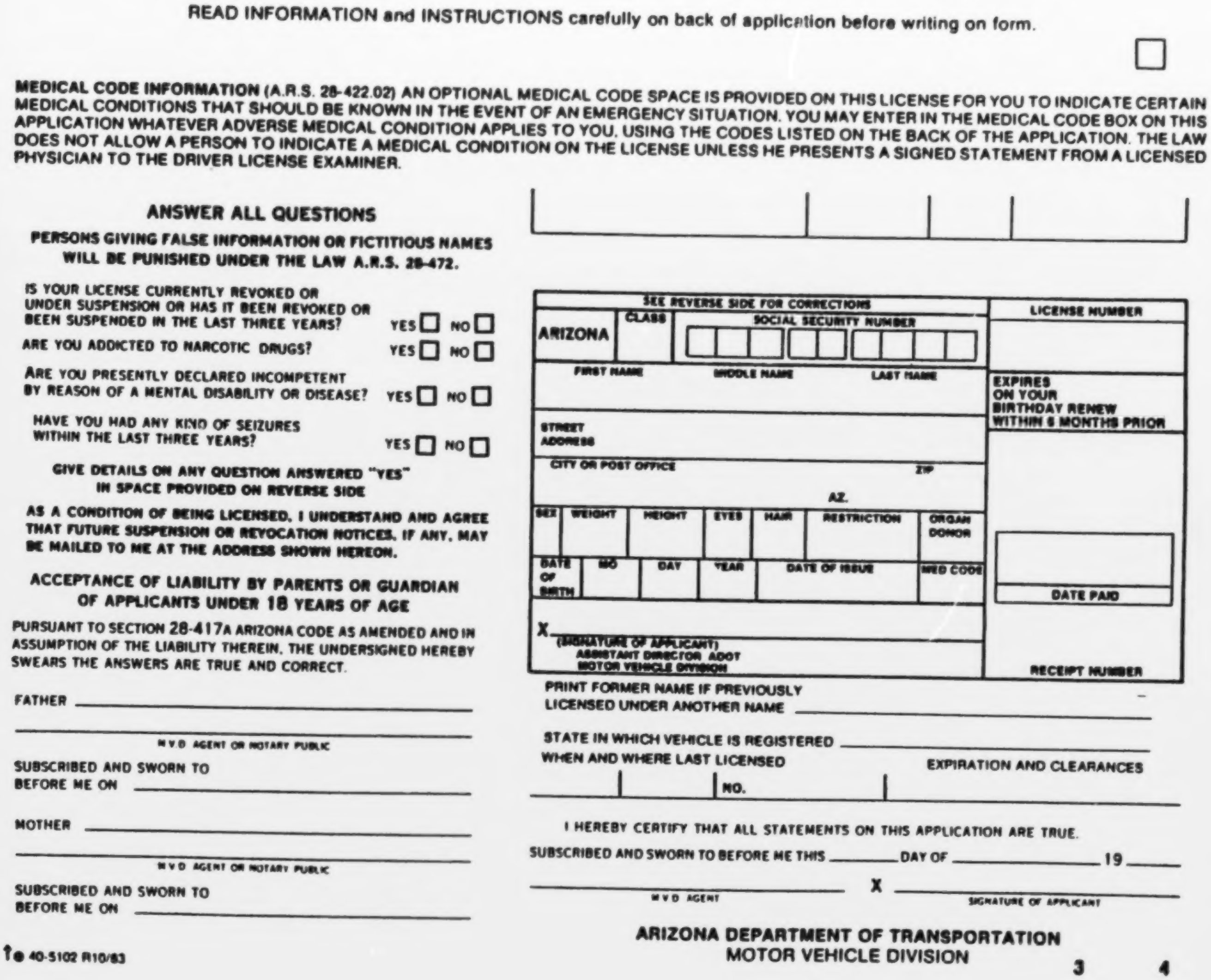
Date of Birth	Mo.	Day	Year
	9	26	60

VI.B Personal information

Do not fill in the boxes marked "Date of Issue" or "Med Code."

Sign your name on the line by the "X" for "signature of applicant."

The other questions on this form may be different in each state. Read the questions carefully before answering them.



READ INFORMATION and INSTRUCTIONS carefully on back of application before writing on form. ☐

MEDICAL CODE INFORMATION (A.R.S. 28-422.02) AN OPTIONAL MEDICAL CODE SPACE IS PROVIDED ON THIS LICENSE FOR YOU TO INDICATE CERTAIN MEDICAL CONDITIONS THAT SHOULD BE KNOWN IN THE EVENT OF AN EMERGENCY SITUATION. YOU MAY ENTER IN THE MEDICAL CODE BOX ON THIS APPLICATION WHATEVER ADVERSE MEDICAL CONDITION APPLIES TO YOU, USING THE CODES LISTED ON THE BACK OF THE APPLICATION. THE LAW DOES NOT ALLOW A PERSON TO INDICATE A MEDICAL CONDITION ON THE LICENSE UNLESS HE PRESENTS A SIGNED STATEMENT FROM A LICENSED PHYSICIAN TO THE DRIVER LICENSE EXAMINER.

ANSWER ALL QUESTIONS

PERSONS GIVING FALSE INFORMATION OR FICTITIOUS NAMES WILL BE PUNISHED UNDER THE LAW A.R.S. 28-472.

IS YOUR LICENSE CURRENTLY REVOKED OR UNDER SUSPENSION OR HAS IT BEEN REVOKED OR BEEN SUSPENDED IN THE LAST THREE YEARS? YES ☐ NO ☐

ARE YOU ADDICTED TO NARCOTIC DRUGS? YES ☐ NO ☐

ARE YOU PRESENTLY DECLARED INCOMPETENT BY REASON OF A MENTAL DISABILITY OR DISEASE? YES ☐ NO ☐

HAVE YOU HAD ANY KIND OF SEIZURES WITHIN THE LAST THREE YEARS? YES ☐ NO ☐

GIVE DETAILS ON ANY QUESTION ANSWERED "YES" IN SPACE PROVIDED ON REVERSE SIDE

AS A CONDITION OF BEING LICENSED, I UNDERSTAND AND AGREE THAT FUTURE SUSPENSION OR REVOCATION NOTICES, IF ANY, MAY BE MAILED TO ME AT THE ADDRESS SHOWN HEREON.

ACCEPTANCE OF LIABILITY BY PARENTS OR GUARDIAN OF APPLICANTS UNDER 18 YEARS OF AGE

PURSUANT TO SECTION 28-417A ARIZONA CODE AS AMENDED AND IN ASSUMPTION OF THE LIABILITY THEREIN, THE UNDERSIGNED HEREBY SWEARS THE ANSWERS ARE TRUE AND CORRECT.

FATHER ______________________

____
M V D AGENT OR NOTARY PUBLIC

SUBSCRIBED AND SWORN TO BEFORE ME ON ______________________

MOTHER ______________________

____
M V D AGENT OR NOTARY PUBLIC

SUBSCRIBED AND SWORN TO BEFORE ME ON ______________________

40-5102 R10/83

SEE REVERSE SIDE FOR CORRECTIONS

ARIZONA	CLASS	SOCIAL SECURITY NUMBER ☐☐☐ ☐☐ ☐☐☐☐	LICENSE NUMBER
FIRST NAME	MIDDLE NAME	LAST NAME	EXPIRES ON YOUR BIRTHDAY RENEW WITHIN 6 MONTHS PRIOR
STREET ADDRESS			
CITY OR POST OFFICE	AZ.	ZIP	

SEX	WEIGHT	HEIGHT	EYES	HAIR	RESTRICTION	ORGAN DONOR	
DATE OF BIRTH	MO	DAY	YEAR	DATE OF ISSUE		MED CODE	DATE PAID

X ______________________
(SIGNATURE OF APPLICANT)
ASSISTANT DIRECTOR ADOT
MOTOR VEHICLE DIVISION

RECEIPT NUMBER

PRINT FORMER NAME IF PREVIOUSLY LICENSED UNDER ANOTHER NAME ______________________

STATE IN WHICH VEHICLE IS REGISTERED ______________________

WHEN AND WHERE LAST LICENSED ______ | ______ | NO. ______ EXPIRATION AND CLEARANCES | ______

I HEREBY CERTIFY THAT ALL STATEMENTS ON THIS APPLICATION ARE TRUE.

SUBSCRIBED AND SWORN TO BEFORE ME THIS ______ DAY OF ______ 19 ______

______________________ X ______________________
M V D AGENT SIGNATURE OF APPLICANT

ARIZONA DEPARTMENT OF TRANSPORTATION
MOTOR VEHICLE DIVISION

3 4

VI.B Personal information

Selective Service System — Registration Form

This form is used throughout the United States. It asks for personal information in a little bit different way than the application for a driver's license.

Look at box number 1. It asks you to write out the name of the month you were born, not the number of the month. In box 2, check either male or female, in box 3, write only one number on each line. When printing your name in box 4, write your last name first. Box number 5 asks for your present mailing address which might be different from your permanent address. If it is, be sure to fill in box number 6. Your phone number is written in box number 7. Again, print only one number on each line. Finally, today's date and your signature will go in box number 8.

Now practice by filling out this form.

Now practice by filling out the form on the following page.

SELECTIVE SERVICE SYSTEM
Registration Form

READ PRIVACY ACT STATEMENT ON REVERSE
PLEASE PRINT CLEARLY

—DO NOT WRITE IN THE ABOVE SPACE—

1 DATE OF BIRTH
Name of Month ____ Day ____ Year of Birth ____

2 SEX
☐ MALE
☐ FEMALE

3 SOCIAL SECURITY NUMBER
___ ___ ___ - ___ ___ - ___ ___ ___ ___

4 PRINT FULL LEGAL NAME
Last ____ First ____ Middle ____ JR., II, III, etc. ____

5 CURRENT MAILING ADDRESS
Number and Street ____ Apt. or Room No. ____
City ____ State or Foreign Country ____ Zip Code (Must be Entered) ____

6 PERMANENT MAILING ADDRESS
Number and Street ____ Apt. or Room No. ____
City ____ State or Foreign Country ____ Zip Code (Must be Entered) ____

7 CURRENT TELEPHONE NUMBER
Area Code ___ ___ ___ Number ___ ___ ___ - ___ ___ ___ ___

8 I AFFIRM THE FOREGOING STATEMENTS ARE TRUE
Today's Date ____ Signature of Registrant ____

Postal Date Stamp
☐ ID
☐ NO ID
Clerk Initials

MEN BORN IN 1960 OR LATER AND WHO ARE AGE 18 THROUGH 25 ARE REQUIRED TO REGISTER.

SSS FORM 1 (MAY 85) (JAN 82, JAN 84 EDITIONS MAY BE USED) OMB APPROVAL 3240-00

VI.B Personal information

Claim for Unemployment Insurance

Every state has its own form for Unemployment Insurance. But, the personal information that is asked will be the same as this one. You will only fill out the top part of this form. If you wish, you may fill out the lower part.

Practice by filling in the information asked for in boxes 2 through 9. When filling in the dates for boxes 2, 8, and 9 write only one number in each space, like this.

Mo.			Day			Yr.	
0	6		0	3		5	5

The numbers for some months and days have only one numeral digit in it. Then, put a zero in the first space as a place holder.

For box number 8, you can make up a date to write in.

ARIZONA INITIAL CLAIM FOR UNEMPLOYMENT INSURANCE

1. L.O. NO.
2. TODAY'S DATE MO. DAY YR.
3. PRINT YOUR NAME AS YOU NORMALLY SIGN IT
4. SOC. SEC. NO.
5. MAILING ADDRESS *(No., Street, Apt. No., P.O. Box)* PLEASE PRINT — CITY , AZ — ZIP CODE
6. RESIDENCE ADDRESS *(No., Street, Apt. No.)* PLEASE PRINT — CITY , AZ — ZIP CODE
7. PHONE NO.
8. LAST DATE OF WORK BEFORE FILING THIS CLAIM: MO. DAY YR.
9. BIRTHDATE MO. DAY YR.
10. I REGISTER FOR WORK AS A(N) *(Enter Job Title)*
11. OTHER NAME/SOC. SEC. NO. YOU USED IN LAST TWO (2) YEARS

12. WHY ARE YOU NO LONGER WORKING FOR YOUR LAST EMPLOYER? *(CHECK (✓) THE BOX WHICH APPLIES AND WRITE THE REASON IN THE SPACE BELOW.)*

- ☐ I was laid off because of a lack of work or a reduction in force.
- ☐ I quit my job because: __________
- ☐ I was discharged because: __________
- ☐ I am still working part-time.
- ☐ I retired because: __________
- ☐ My employer and a union(s) are involved in a labor dispute. If this box is checked, deputy will complete LD-003.

13. LAST EMPLOYER YOU WORKED FOR BEFORE FILING THIS CLAIM *(REGARDLESS OF STATE, TYPE OF WORK OR LENGTH OF JOB)*

Company Name __________

Mailing Address *(No., Street, P.O. Box)* __________

City, State and ZIP Code __________

**Additional deputy action required*

	YES	NO
14. Have you received or will you receive vacation, holiday or unused sick pay from your last employer?	•☐	☐
15. Are you currently working and filing this claim to receive benefits under the Shared Work program?	•☐	☐
16. Have you filed an initial claim for Shared Work benefits within the past 30 days?	•☐	☐
17. Are you receiving a pension, annuity or retirement pay?	•☐	☐
18. Have you worked at all since the date shown in item 8?	•☐	☐
19. Have you refused work or referral to work since becoming unemployed?	•☐	☐
20. In the past 12 months have you filed an unemployment insurance claim in any state?	•☐	☐
21. Have you been a citizen of the U.S. for the past 18 months?	☐	•☐
22. In the past 18 months have you:		
a. Worked in federal civilian service?	•☐	☐
b. Worked in another state?	•☐	☐
c. Been in military service?	•☐	☐
23. Are you required to make or do you owe court ordered child support payments?	•☐	☐

24. PRIVACY ACT INFORMATION AND CLAIM CERTIFICATION *(READ, BUT DO NOT SIGN UNTIL TOLD TO DO SO)*

A. PRIVACY ACT INFORMATION

The Privacy Act of 1974 requires that you be furnished this statement because you are being asked to furnish your Social Security Account Number on the claim forms given to you. Your Social Security Number is solicited under the authority of the Internal Revenue Code of 1954 *(26 U.S.C. 85, 6011(a), 6050B, and 6109(a))*. Disclosure of your Social Security Number for this purpose is MANDATORY, and must be entered on the forms you submit to claim unemployment insurance. Your Social Security Number will be used to report your unemployment insurance to the Internal Revenue Service as income that is potentially taxable; it will also be used as a record index for processing your claim, for statistical purposes, and to verify your eligibility for unemployment insurance and other public assistance benefits. Should you decline to disclose your Social Security Number your claim for unemployment insurance will not be processed.

B. CERTIFICATION

I register for work and make application for unemployment insurance. I certify that I am not working or that I am on a part-time or reduced earnings basis. I am not seeking insurance under another state or federal unemployment insurance system. I have not applied for and I am not receiving a subsistence allowance for vocational rehabilitation training or a war orphans' educational assistance allowance from the Veterans Administration. I further certify that the statements made hereon for the purpose of obtaining unemployment insurance under the Employment Security Law of Arizona are true and correct to the best of my knowledge and belief. I KNOW THAT THE LAW PROVIDES PENALTIES FOR FALSE STATEMENTS IN CONNECTION WITH THIS CLAIM.

25. CLAIMANT SIGNATURE
26. DEPUTY SURNAME
27. ETH.
28. OCCUPATIONAL CODE
29. EFF. DATE
30. SEX ☐ M ☐ F
31. PROG.
32. CLAIM TYPE ☐ NEW ☐ AC
33. EB · SW ☐ S ☐ E
34. TRANS. ☐ T
35. LD-TP CODE — LD — TP
36. MSN-TSN CODE
37. L.O. STOP
38. NO NOTICE
39.
40. CHILD SUPPORT ☐ C
41.
42.
43.
44.

UNIT VII

VII. SPELLING

A. *Spelling of days, months, and numbers*

Learning to spell words correctly is important. You can use a dictionary to look up the spelling of difficult words. But common words that you have to use in everyday life, you should learn to spell from memory. These words include days of the week, months of the year, and numbers.

You may have to write these words over and over until you learn them.

Here are the days of the week. Always start these words with a capital letter. Study the spelling carefully. Some of these words are not spelled the way they sound.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Practice writing the days of the week on these lines.

1. ____________________ 1. ____________________

2. ____________________ 2. ____________________

3. ____________________ 3. ____________________

4. ____________________ 4. ____________________

5. ____________________ 5. ____________________

6. ____________________ 6. ____________________

7. ____________________ 7. ____________________

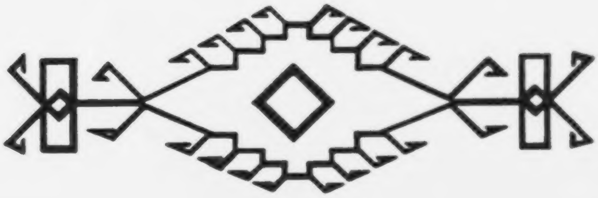
VII.A. Spelling of days, months, and numbers

Here are the months of the year. Always start these words with a capital letter. Some of these words are not spelled the way they sound.

January
February
March
April
May
June
July
August
September
October
November
December

Write the months of the year on these lines.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________



VII.A. Spelling of days, months, and numbers

Numbers are sometimes hard to spell. Often they sound similar, like **nineteen** and **ninety**.

You already know how to spell the numbers from 1–10. Here are the numbers from 11–19.

11 = eleven
12 = twelve
13 = thirteen
14 = fourteen
15 = fifteen
16 = sixteen
17 = seventeen
18 = eighteen
19 = nineteen

Here are numbers 20, 30, 40, 50, 60, 70, 80, 90, 100.

20 = twenty
30 = thirty
40 = forty
50 = fifty
60 = sixty
70 = seventy
80 = eighty
90 = ninety
100 = one hundred

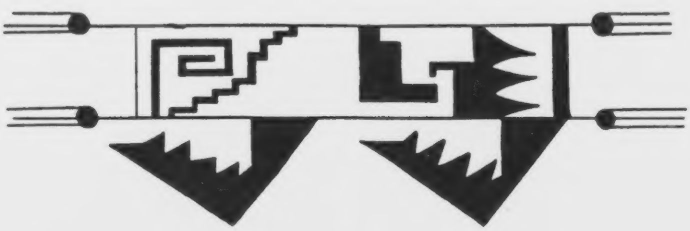
When you want to write a number like 56, you use the word **fifty** with the word **six**. You write these two words together with a dash (-).

28 = twenty-eight
69 = sixty-nine
34 = thirty-four
81 = eighty-one

VII.A Spelling of days, months, and numbers

In the following lists, one word in each line is spelled wrong. Put a line under the misspelled word.

1. nineteen forteen fifteen thirteen
2. January Febuary March April
3. Tusday Monday Sunday Friday
4. twenty thirty sixty fourty
5. July October Septemer May
6. twenty-two fifty-one sixty three forty-four
7. nine ninteen ninety ninety-nine
8. Aprul August December June



VII.A Spelling of days, months, and numbers

Underline the word in each sentence that is spelled wrong. Write the correct spelling on the line.

1. My uncle planted thirten acres of corn last July. ____________
2. In Arizona, the coldest months are Decemer, January, and February. ____________
3. I can't remember if my mother is forty-three or forty four. ____________
4. Derrill will be fourteen on January 21. ____________
5. Wednesday is between Tusday and Thursday. ____________
6. Janury is the first month of the year. ____________
7. The baby was born on a Wensday in April. ____________
8. There were ninteen people at the meeting last Tuesday. ____________

VII. SPELLING

B. *Abbreviations*

An **abbreviation** is a short way of writing some words. A period comes after most abbreviations. Many words that are used for measuring can be abbreviated. Here are some of those words and their abbreviations.

foot or feet	ft.
inch or inches	in.
yard	yd.
yards	yds
pounds	lbs.
ounce or ounces	oz.
dozen or dozens	doz.
teaspoon	tsp.
tablespoon	tbsp.

Some places can be abbreviated. A period comes after these abbreviations.

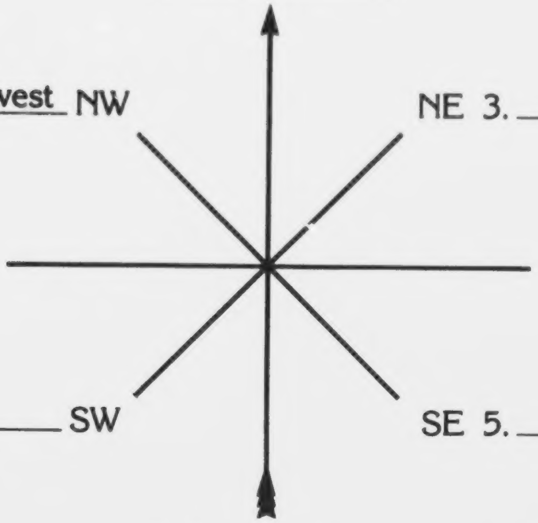
Street	St.
Avenue	Ave.
Road	Rd.
Fort	Ft.
Mount	Mt.

Here are some abbreviations that don't have periods after them. Notice that these abbreviations are all capital letters.

Nevada	NV
Arizona	AZ
New Mexico	NM
California	CA
Utah	UT
Colorado	CO
North	N
South	S
East	E
West	W

VII.B Abbreviations

Look at the direction marker. The directions are shown by abbreviations. Write the name of the direction on the line. The first one has been done for you.



1. Northwest NW

N 2. ________

NE 3. ________

E 4. ________

SE 5. ________

S 6. ________

7. ________ SW

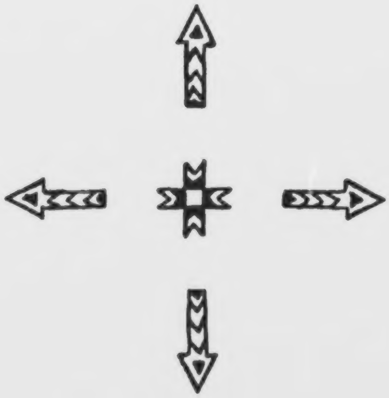
8. ________ W

VII.B Abbreviations

Northeast	NE
Southwest	SW
Northwest	NW
Southeast	SE

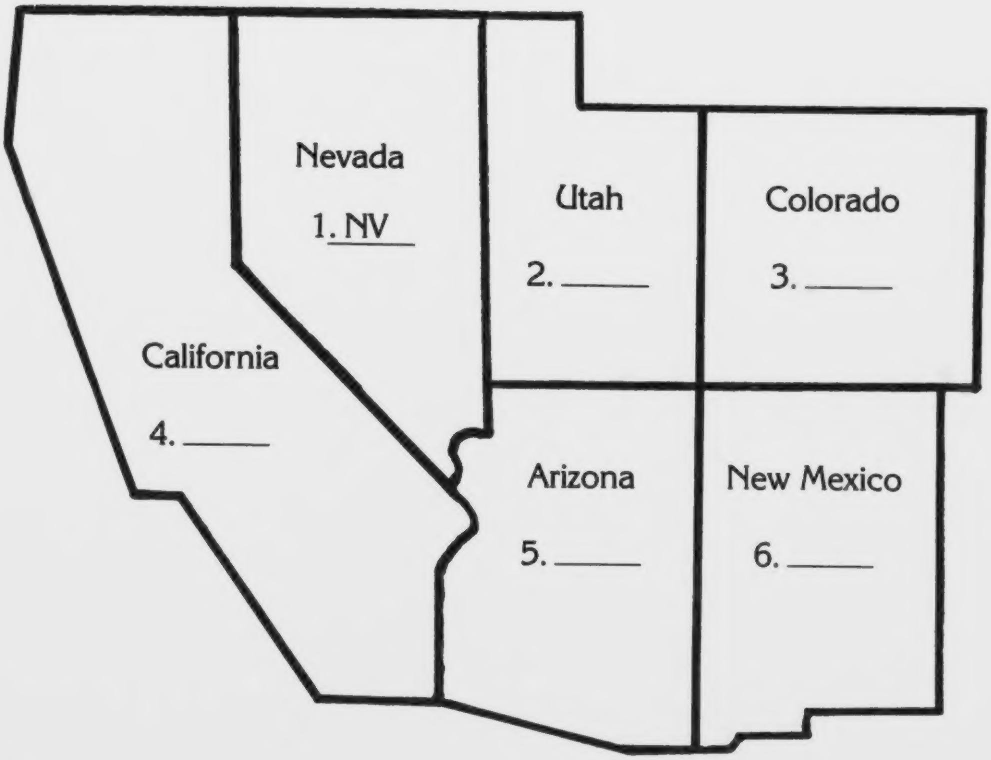
Write the abbreviation for each underlined word.

1. James lives at 113 McKinley Street ________.
2. Stella bought 2 dozen ________ cookies.
3. The recipe calls for 1 tablespoon ________ of sugar.
4. The baby weighs 18 pounds ________.
5. Dave lives near Fort ________ Apache.
6. Give me 60 feet ________ of that rope.
7. Many Native Americans live in the Southwest ________.
8. My friends live in Ramah, New Mexico ________.



VII.B Abbreviations

Look at this map of the Southwest. Write the abbreviation for each state name on the line. The one for Nevada has been done for you.



VII. SPELLING

C. *Spelling demons*

There are many different words in English that sound alike. Often, they are spelled differently. The only way to learn these words is to memorize them. Here are some of these commonly confused words.

1.	**dye**	something used to color cloth, hair, food. Plants can be used to dye wool for weaving.
	die	to stop living, become dead. Many soldiers died in the war.
2.	**for**	directed to. Do you have a letter for me?
	four	the number 4. I have four horses.
3.	**gate**	the part of a fence or wall that opens. Dave needs to put a lock on that gate.
	gait	a way of walking. The horse has an easy gait.
4.	**groan**	a deep sad sound that people make when they are unhappy, annoyed, or in pain. Gary groaned when the hammer fell on his toe.
	grown	having become bigger. The corn has grown a foot since last month.

5.	**hear**	to receive sound through the ears. We could hear the coyote howling all night.
	here	at, in, or to this place. Put that basket here.
6.	**pair**	a set of two things. A pair of black horses pulled the wagon.
	pear	a sweet, juicy fruit that grows on trees or cactus. The pueblos ate the pears from the Prickly Pear Cactus.
7.	**pause**	to stop for a short time. The rider paused to let his horse rest.
	paws	the feet of a four-footed animal that has nails or claws. The cat licked her dirty paws.
8.	**rain**	water that falls in drops from clouds to the earth. The kachinas bring rain for the Hopis.
	reins	narrow straps attached to a bridle or bit. Tie the reins to the fence.
9.	**rose**	1. a flower that grows on the vine or bush. Dave gave his wife a red rose. 2. having stood up or gotten up. We all rose when the old chief walked in.
	rows	things arranged in lines. The Hopis never planted corn in rows.

10. **right**	1. correct or true. Your answer is right. 2. on the side of the body that is to the east when you face north. She uses her right hand when she paints.
rite	a ceremony, usually religious. The Blessing Way is a Navajo rite.
write	to make letters, symbols, or words on paper. That Navajo girl can write in two languages.

Using the list of words in this lesson, write on the line the word that belongs to each definition given below.

1. to stop living ____________

2. a flower that grows on a vine or bush ____________

3. a ceremony ____________

4. a way of walking ____________

5. a set of two things ____________

6. to stop for a short time ____________

7. directed to ____________

8. having become bigger __________

9. at, in, or to this place __________

10. correct or true __________

Choose the correct word and write it in the space.

1. The Snake Dance is a (rite, right) of the Hopis. __________

2. Gary bought a new (pair, pear) of cowboy boots. __________

3. The Navajos used yucca roots to make (die, dye) for their wool. __________

4. Stella's children have (groan, grown) a lot since the summer. __________

5. The dog's (paws, pause) were covered with mud. __________

6. The hinge on the (gait, gate) is broken. __________

VII.C Spelling demons

7. (Rain, rein) is important to the people of the desert. ____________

8. Dried corn was stacked in (rose, rows). ____________

9. Tonight we are leaving (four, for) Montana. ____________

10. Sonny could (hear, here) the rooster crowing. ____________

VII. SPELLING

D. Basic spelling rules

You learn to spell by studying and practicing one word at a time. There are some spelling rules that will help you. There are exceptions to spelling rules so if you are not sure about a word, you'll need to look it up in a dictionary.

RULE: If a word ends in **y** that comes after a consonant, change the **y** to **i** to add any suffix except **ing.**

copy + es = copies
try + ed = tried

copy + ing = copying
try + ing = trying

If a word ends in **y** that comes after a vowel (a, e, i, o, u), do not change the **y.**

valley + s = valleys
way + s = ways

Now, you try some. Add the suffix to the word. Write your answer on the line

1. say + s = __________
2. worry + ed = __________
3. spy + ing = __________
4. cry + ed = __________

VII.D. Basic spelling rules

RULE: The letter **i** goes before the letter **e** when they are written together

friend
believe

except when they are written after the letter **c**

ceiling
receipt

or when they have the long **a (ā)** sound.

neighbor
rein

There are a few exceptions to this rule like science, ancient, either, and weird. If you are not sure, look the word up in a dictionary.

Put a line under the **ie** word that is spelled wrong in each sentence. Write the correct spelling on the line.

5. The chief gave his neice a piece of cornbread. ____________________
6. The thief couldn't beleive his brief sentence. ____________________
7. Our neighbor tied the riens to the back of the sleigh. ____________________
8. The crook tried to decieve the clerk with a false receipt. ____________________

VII.D Basic spelling rules

RULE: Some words end with a single consonant that comes after a short vowel sound. You must double the consonant before you add a suffix that starts with a vowel (like **ed, est, ing**)

stop + ed = stopped
rub + ed = rubbed
fat + est = fattest
plan + ing = planning

A long word can be divided into shorter parts. Each part has one vowel sound. So, the word **begin** has a vowel sound in each of its two parts.

be gin
1 2

When the last part of a long word has a short vowel sound, you must double the consonant before you add a suffix starting with a vowel (**a, e, i, o, u**).

begin + ing = beginning
prefer + ed = preferred

You do these. Add the suffix to the word. Write your answer on the line.

9. sit + ing = __________
10. trap + er = __________
11. commit + ed = __________
12. control + ing = __________

VII.D. Basic spelling rules

RULE: If a word ends with a silent **e** and you add a suffix,

1. drop the **e** if the suffix begins with a vowel

bite + ing = biting
use + able = usable

2. keep the **e** if the suffix begins with a consonant

hope + less = hopeless
excite + ment = excitement

You do these. Add the suffix to the word. Write your answer on the line.

13. grease + y = ________
14. peace + ful = ________

=

15. hide + ing ________
16. hike + er = ________

Many words in English have one or more **silent letters.** You do not make the sounds of these letters when you say the word. The word **knee** (nee) is an example. Even though you do not say the sounds these letters make, you must put the letters in the word to spell it right.

Here are some words that contain silent letters. You must learn these words by sight.

VII.D. Basic spelling rules

RULE: In words that start with **kn**, the **k** is silent.

know
knee
knight
knew
knit
knife
knock
kneel
knob
known

RULE: The letters **gh** are silent when an **i** comes in front of them

sigh
light
sight
bright
flight
night
might
slight
blight
right

RULE: In words that start with **wr**, the **w** is silent.

write
wring
wrote
wrap
wrist
wrong
wreck
wreath

RULE In words that end with **mb**, the **b** is usually silent

comb
thumb
climb
bomb
lamb
plumb
limb
numb
crumb
dumb

VII.D Basic spelling rules

Underline the word that is spelled wrong. Write the correct spelling on the line.

17. I now the knife was not near your knee. ____________

18. Dave can't stand the sight of a bright light at nite. ____________

19. Susan wrapped the ring around the wrong rist. ____________

20. It's dumb to climb along that weak lim. ____________

Only one word in each line is spelled wrong. Put a circle around that word. Write the correct spelling on the line. The first one has been done for you.

1.	weight	beleif	relief	belief
2.	nife	not	knock	________
3.	valleys	armies	partys	________
4.	priest	cieling	receive	________
5.	shoping	slipping	shooting	________
6.	room	thum	comb	________
7.	kite	slight	fite	________
8.	reck	ring	wrist	________

UNIT VII POST-TEST: SPELLING

Underline the misspelled word in each line. Write the correct spelling in the blank space.

1. Tuesday Munday Friday ____________________
2. nine ninety ninety nine ____________________
3. fourteen fourty four ____________________
4. fivty five fifteen ____________________
5. Decemer January April ____________________
6. saturday Friday Wednesday ____________________

Write the abbreviation for each word.

7. street ____________
8. mount ____________
9. yards ____________
10. Northeast ____________
11. tablespoon ____________
12. California ____________

Choose the correct word, and write it in the space.

13. Navajos made (die, dye) from plants. ____________

14. I have (for, four) bracelets. ____________

15. Corn is never planted in (rose, rows) by the Hopis. ____________

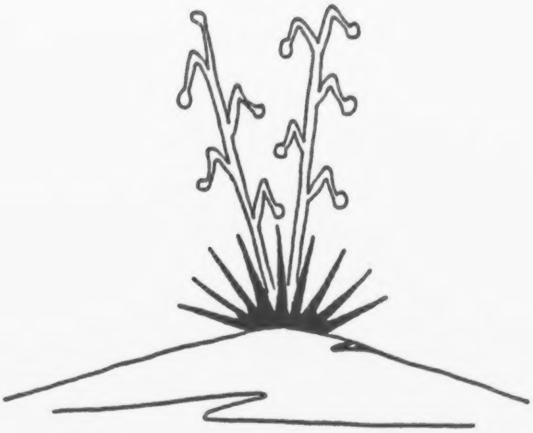
16. The cat landed on its (pause, paws). ____________

17. The Blessing Way is a sacred (right, rite) for the Navajos. ____________

18. We could (here, hear) the thunder in the distance. ____________

19. Sam's horse has an uneven (gait, gate). ____________

20. You need to fix the hinges on that (gait, gate). ____________



Underline the misspelled word in each line. Write the correct spelling in the blank space.

21. copyes copying copied ____________________

22. rein nieghbor friend ____________________

23. fattest rubbed stoped ____________________

24. greasey excitement hiker ____________________

25. knit nee none ____________________

26. comb from clim ____________________

27. sight lite rite ____________________

28. thief chief cieling ____________________

GLOSSARY

GLOSSARY

abbreviation	a short way of writing some words Example: Dr. is an abbreviation for doctor
adjective	a word that is used to change a noun by pointing out which one or describing the noun; it usually comes before a noun but can also follow a noun
adverb	a word that tells more about or describes verbs; it often answers the question how, when, where, how often, how much
collective noun	a noun which names a group
command	a directing sentence; it always ends with a period
complete subject	the simple subject and all the words that explain it
compound subject	a subject that is made up of two or more nouns or pronouns connected by the words and or or Example: You and I are the first dancers.
compound verb	a verb that is made up of two or more verbs connected by the words and or or Example: You should call or write to her every week.
conjunction	a word used as a connector; it is used to connect words, phrases, or sentences; the most common conjunctions are for, and, nor, but, or, yet, so

descriptive adjective	a word that describes or tells about a noun; an adjective can tell size, color, shape, number, and so on; it often answers the question what kind?
direct object	a noun or pronoun that receives that action of the verb in a sentence
directing quotation	the speaker's exact words, it is set off by quotation marks
exclamation	an exclaiming sentence; it always ends with an exclamation point
helping verb	a word that helps the main verb; the main verb can have one or more helping verbs in front of it
incomplete sentence	a group of words that does not express a complete thought or is missing either the subject or the verb
linking verb	a verb that connects or links the subject of the sentence with a word that tells something about the subject (an adjective)
noun	a word that names a person, place, thing, or idea
paragraph	a group of sentences that tells about one main idea or subject
plural	more than one
possessive noun	a noun that shows ownership of another noun; this is shown by an apostrophe on the first noun Example: the dog's tail

preposition	a word used to show the relation of a noun or a pronoun to some other word in the sentence
pronoun	a word that takes the place of a noun; it can be used the same way a noun is used — to name a person, place, or thing
question	an asking sentence; it always ends with a question mark
sentence	a group of words that has one whole thought or idea
simple sentence	the most important word in the subject
statement	a telling sentence, it always ends with a period
subject	what a sentence is about; the doer of the action in the sentence
tense	the time (present, past, future) expressed by a verb
time word	a word that tells you when something happens Example: since, before, until, after
topic	the main idea or subject that a paragraph is about
underlining	a line drawn under a group of words to show that they are the title of a book, magazine, or newspaper
unity	the way the sentences in a paragraph relate to the topic
verb	a word that shows action